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ABSTRACT

The 28 lessons for use in secondary social studies courses will help increase student awareness and understanding of the growing ties between life in Ohio and in their hometowns and life in villages and cities around the world. Although written specifically for use in Ohio schools, the lessons can easily be adapted for use in other states. Most of the lessons are self-contained and include all the data and background information which students will need to complete the activities. The activities are many and varied. Some examples follow. In the opening lesson, students compile a list of countries to which they have direct connection either by personal experience or indirect connection through the consumption of goods and services. In another lesson students are given trademarks for various companies and then asked to identify those companies which are American owned and those which are foreign owned. In a lesson, U.S. Goods and Foreign Markets, students make a list of American products sold in other countries. They then survey foreign magazines for advertisements for American products or goods and make a collage of the advertisements. One activity from the lesson How Far Can You Go On a Gallon of Gas? involves students in calculating miles that can be driven in different makes of automobiles in various countries for $10.00. In another lesson, Your State and National Defense, students learn what Department of Defense contracts mean to the people in their and surrounding states by analyzing and discussing statistical tables. In a culminating activity, students read and discuss an article which appeared in "U.S. News and World Report" on January 24, 1977, entitled "What People Around the World Say." (Author/RM)

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# OHIO

# AND THE

# WORLD

ED198044

by

Michael J. Fuller

SP 013 117

for

The Ohio Council for the Social Studies 1980

Price $4.00

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# Responsible Transnational Participation:
## A New Dimension of Citizenship

International trade and travel, newspaper headlines, exchange students, multi-national corporations and T.V., today provide millions of Americans with information and experiences which 20 years ago would have seemed unreal or impossible. Increased trade and increased travel, along with a great increase in the number and the membership in non-governmental organizations, also provide more links between peoples of the world. These developments affecting hometowns everywhere, like the networks of jet airplanes routes, oil pipelines, giant ships, instantaneous global communication and intercontinental missiles have largely eliminated the cushion of space that once separated nations and peoples. Technology has extended the boundaries of occupations, cultural activites, and other human endeavors. This means that today all of us are affected by and, in turn, have some opportunities to influence global affairs.

The nation's schools bear a major responsibility for preparing children and youth to live in this complex, interrelated world. This involves knowledge, acceptance and appreciation of diverse cultures--whether they be from within the community, from within Ohio, from within the nation, or within the world community, It means understanding the technological developments that are shrinking time and space. It means learning to analyze and participate in efforts to solve world problems and issues.

Opportunities for children and youth to learn about and to participate in the social and economic processes of our increasingly interdependent world must be made more visible and concrete. Local communities and states are good places to start. Volkswagens, Toyotas, toys, cameras, bananas, tea, coffee, churches, Rotary clubs and a host of other organizations and products provide links between our hometowns and villages and cities the world over. Food and other products destined for Japan, the Soviet Union, India or Egypt are produced and shipped in places such as Peoria, Illinois; South Bend, Indiana; and Flint, Michigan; as well as Baltimore, San Diego and New Orleans. Most Americans trace their heritage to some other country or some other area of the world. The territories our states now occupy were once occupied by other peoples and nations.

No matter where we live or what we do for a living, we all have ties and links to other nations and peoples. Our history, our livelihood today, and many of our religious, scientific, and cultural activities link us with other peoples, with other cities, and other nations of the world over.

Preparing young people for effective and responsible participation in today's world should include helping them develop the competences needed to identify and to assess the significance of the contacts and connections between life in Ohio and in their hometowns and life in villages and cities around the world.

This handbook is designed to provide social studies educators in Ohio with practical assistance in their efforts to prepare children and youth for responsible citizenship in a global age. It includes a number of activities, exercises, and strategies for identifying and utilizing resources, talents, experiences, and instructional materials to make more obvious and concrete the opportunities local communities and states provide for learning about the participating in global affairs. It is an outgrowth of a number of specific successful experiences. It is intended to both allow others to profit from those experiences and to stimulate them to experiment further with ways of helping students prepare for a future which will be their present.

5

# Forward

The lessons contained in these materials are written for use by social studies teachers in the State of Ohio. The emphasis of each of the twenty-eight lessons is on student involvement in learning in order to increase awareness and understanding of our growing ties with the rest of the world. The lessons vary in difficulty and subject matter content. Thus, their use should be applicable to a wide range of social studies courses. Each lesson is self contained in the behavioral objectives, materials, procedures, discussion questions, and teacher notes are generally all provided. With exceptions, the lessons contain the necessary materials to initiate, develop and culminate the lesson.

Ohio and the World has been prepared in such a manner that its components can be readily reproduced. Studyguides, graphs, and maps included with various lessons can be reproduced quite easily through the use of heat-sensitive ditto or mimeograph stencils. School systems fortunate enough to have offset facilities will be able to reproduce the materials very easily. Heat sensitive acetate can be used to produce transparencies of the maps, charts, and graphs included in the lessons.

Activities concerned with economic, political, and social ties between our nation and the world require constant updating. Changes are so rapid that materials quickly lose their relevance or validity. The collection of data is an ongoing process. Teachers will find that once they start looking, there is a wealth of information available in such sources as newspapers, periodicals, government documents, and business publication. Sources of various kinds of information have been included in several of the lessons.

These twenty-eight lessons are ready for Ohio's social studies teachers to use. Participation in them by students and teachers alike will help increase awareness of ways Ohio is tied to the rest of the world, and the world's people are often closely associated with the Buckeye State.

It is hoped that these materials will be a starting point for the development of other lessons which will expand the content and usefulness of Ohio and the World.

## Acknowledgements

The Ohio Council for the Social Studies (OCSS) and its Publications Board, Dr. Ronald Helms, Chairman, sponsored the development of Ohio and the World. A grant of $700 was received from the funds of the Mid-America Program for Global Perspectives in Education which has its headquarters at Indiana University. Additional funds were allocated by the OCSS for its production and distribution so that each OCSS member would receive a free copy. Initial distribution was made at the Great Lakes Regional Meeting of the National Council for the Social Studies in Dayton, Ohio, March 13-15, 1980. Mailings to OCSS members not in attendance at that meeting were made through the Ohio Department of Education.

The twenty-eight lessons included in the packet of materials are based on those published originally under the title Indiana and the World. They have been updated, altered, and adopted for use in social studies classrooms in Ohio. It must be noted that the work of Patricia Gunkel, the author of the original materials, has provided the outline for these lessons. Dr. Gerald Marker, Director of the Mid-America Program for Global Perspectives in Education, Chadwick Alger, Director of the Program of Transnational Intellectual Cooperation in the Policy Sciences, Mershon Center, The Ohio State University, and many other individuals have contributed to the conceptual framework into which these materials are set.

The actual writing of the materials was done at Miami University. Promising young scholars at Miami University have the opportunity to work with selected professors through the Undergraduate Fellows Program. Four such promising preprofessional social studies teachers worked long hours assisting in the development of the lessons. Michael Broun, Jeffrey Hall, and Mary Ann Kunkemoeller Rafoth were involved in the formative stages of their development. Charles Hoying, the most recent of the Undergraduate Fellows, carried on their work and saw the project through to its completion with true professional dedication.

Michael J. Fuller
Associate Professor
Teacher Education Department
Miami University

February 29, 1980

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## I. Identifying Your Links to the World. Who Among Us...?

### A. Objectives

1. Students will compile a list of countries to which they have direct connection either by personal experience or indirect connection through the consumption of goods and services.

2. Students will draw their own conclusions on the extent to which their lives are influenced by other countries of the world.

### B. Materials

1. The following handout: "Who Among Us...?"

2. Transparency of world map. (See Teacher Notes)

3. World map for bulletin board plus map pins. (See Teacher Notes)

### C. Procedure

1. Make a thermal master of the handout "Who Among Us...?"

2. Make transparencies of "Who Among Us...?" and world map.

3. This exercise may be done individually or in small groups. Which ever method you choose, give each student a copy of the list of questions on the handout "Who Among Us...?". Have them fill out the sheet in 20-30 minutes and report their findings.

4. Record the number of times each country is mentioned on the transparency of the master list, then using map pins, locate each country on the bulletin board map. You may want to use pins of one color for direct experiences and pins of another color for indirect connections. Marking the transparencies with pens of differing colors can be substituted for bulletin board exercise.

5. Using the master list and bulletin board map, determine which country has had the greatest impact on the class; this may vary from class to class. Have the students speculate as to why one country may exert more influence on the U.S. than another.

6. Stress the idea of diversity. That is, discuss how foreign influence adds variety to our everyday lives. Have the students discuss the importance of diversity and interdependence. Suggested questions include:

   a. How would our lives be different without international contacts?

   b. How do these contacts affect the quality of life we enjoy?

   c. How do the products from other countries reflect the life styles of the people in those countries?

7. The concept of scarcity should be stressed. Emphasis should be given to the importance of supplies of goods of which we either have a limited supply or which we do not produce at all.

D. Suggested Additional Activity

1. Students may wish to have a pen pal to find out more about foreign lands. Names of pen pals may be secured from the following organizations:

League of Friendship
P.O. Box 509
Mt. Vernon, Ohio 43050

1. $.30 for each name given
2. Include stamp, self-addressed envelope
3. Names drawn from 139 countries

Afro-Asian Center
C.P.O. Box 871
Kingston, New York 12401

1. $.70 for each name given
2. Names drawn from 40 countries

E. Teacher Notes

1. The World Map included with this lesson outlines the countries of the world. A thermo transparency will provide a map to use for the suggested procedures.

2. Teachers wishing to make bulletin board size maps of the world need only to trace or have their students trace the maps onto oak tag, matting, or butcher paper of the desired size.

3. A list of the countries of the world, listed by continent, is included with this lesson.

4. Map tacks may be purchased rather inexpensively from most stationery and book stores or from school supply companies.

TEAR-OUT PAGE TO BE THERMOFAXED
FOR TRANSPARENCY

## Master List for

## Who Among Us......?

A. .... has a personal link with a foreign country through:

LINK COUNTRIES (List)

1. TRAVEL
2. RELATIVES
3. FRIENDS
4. MEMBERSHIP IN A CLUB OR ORGANIZATION WITH FOREIGN BRANCHES OR MEMBERS
5. SPEAKING A FOREIGN LANGUAGE
6. COIN COLLECTING
7. STAMP COLLECTING
8. CORRESPONDENCE WITH PEN PAL
9. HOSTING FOREIGNER IN YOUR HOME

B. ... has been a consumer of goods and services of foreign origin?

GOOD or SERVICE COUNTRIES (List)

1. CAR
2. CLOTHING
3. JEWELRY
4. FOOD
5. TOYS
6. APPLIANCES
7. RECORDS BY FOREIGN PERFORMERS
8. ENTERTAINMENT
9. FURNITURE/HOME FURNISHINGS

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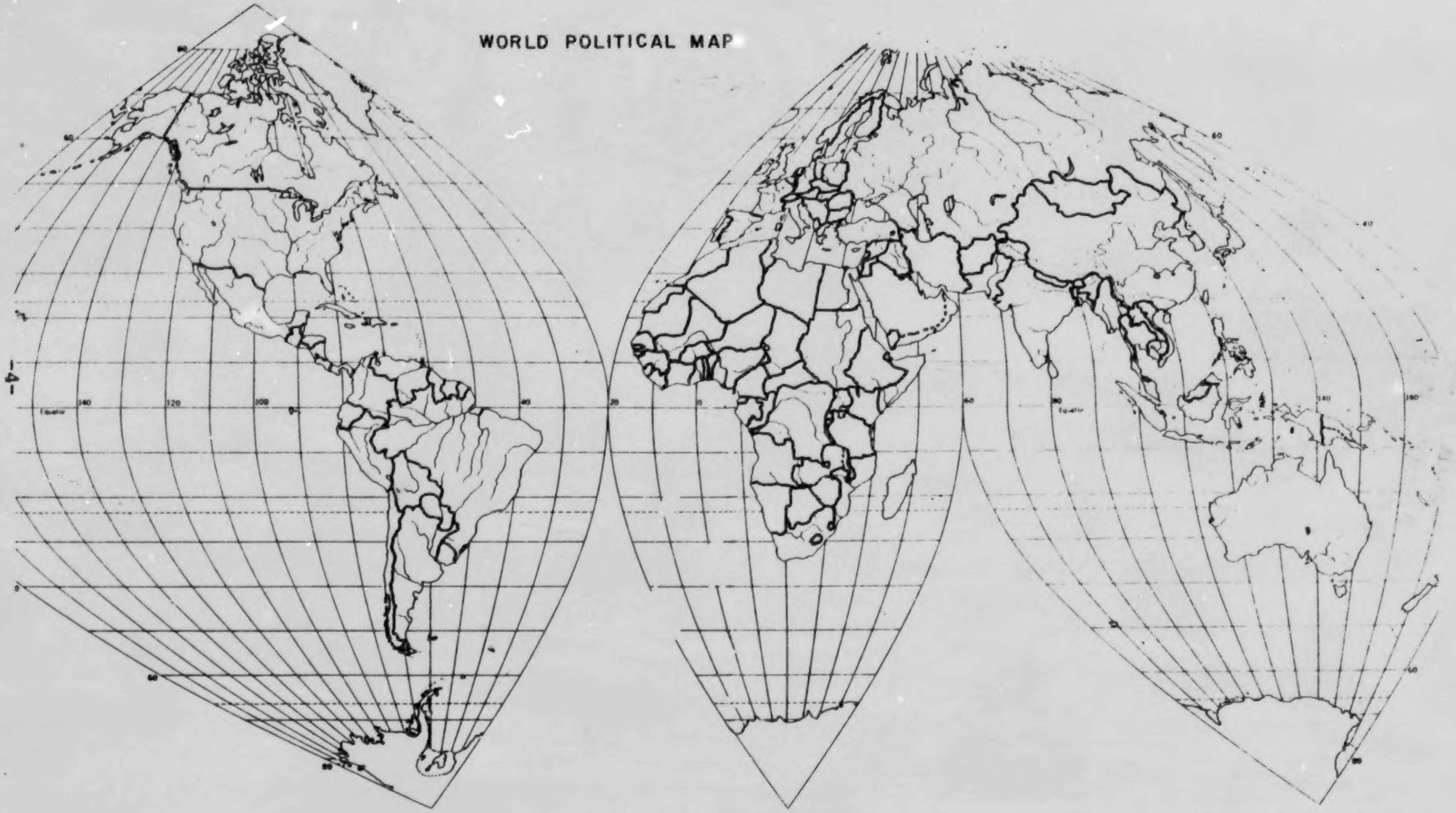

WORLD POLITICAL MAP

Equator
140
120
100
80
60
20
0
20
40
60
80
100
140
160
Equator
60
40
40
60
60
60
60

## Lesson I. NATIONS OF THE WORLD

### Africa

ALGERIA
ANGOLA
BENIN
BOTSWANA
BURUNDI
CAMEROON
CENTRAL AFRICAN REPUBLIC
CHAD
CONGO
DJIBOUTI
EQYPT
EQUATORIAL GUINEA
ETHIOPIA
GABON
GAMBIA
GHANA
GUINEA
GUINEA-BISSAU
IVORY COAST
KENYA
LESOTHO
LIBERIA
LIBYA
MADAGASCAR
MALAWI
MALI
MAURITANIA
MARUITIUS
MOROCCO
MOZAMBIQUE
NAMIBIA
NIGER
NIGERIA
RWANDA
SENEGAL
SIERRA LEONE
SOMALIA
SOUTH AFRICA
SUDAN
SWAZILAND
TANZANIA
TOGO
TUNISIA
UGANDA
UPPER VOLTA
ZAIRE
ZAMBIA
ZIMBABWE

### Asia

AFGHANISTAN
BAHRAIN
BANGLADESH
BHUTAN
BURMA
CAMBODIA
CHINA
INDIA
IRAN
IRAQ
ISRAEL
JAPAN
JORDAN
KUWAIT
LAOS
LEBANON
MALAYSIA
MALDIVES
MONGOLIA
NEPAL
NORTH KOREA
OMAN
PAKISTAN
QATAR
SAUDI ARABIA
SINGAPORE
SOUTH KOREA
SRI LANKA
SYRIA
TAIWAN
THAILAND
TURKEY
UNITED ARAB EMIRATES
VIETNAM
YEMEN, NORTH
YEMEN, SOUTH

### Austral-Oceana

AUSTRALIA
FIJI
INDONESIA
NEW ZEALAND
PAPUA NEW GUINEA
PHILLIPINES
SOLOMONS
WESTERN SAMOA

### Europe

ALBANIA
AUSTRIA
BELGIUM
BULGARIA
CYPRUS

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CZECHOSLOVAKIA
DENMARK
FINLAND
FRANCE
GERMANY, EAST
GERMANY, WEST
GREAT BRITAIN
GREECE
HUNGARY
ICELAND
IRELAND
ITALY
LUXEMBOURG
MALTA
NETHERLANDS
NORWAY
POLAND
PORTUGAL
ROMANIA
SOVIET UNION
SPAIN
SWITZERLAND
SWEDEN
YUGOSLAVIA

North America

BELIZE
CANADA
COSTA RICA
EL SAVADOR
HONDURAS
MEXICO
NICARAGUA
PANAMA
UNITED STATES

South America/Caribbean

ARGENTINA
BAHAMAS
BARBADOS
BOLIVIA
BRAZIL
CHILE
COLOMBIA
CUBA
DOMINICA
DOMINICAN REPUBLIC
EQUADOR
GRENADA
GUYANA
HAITI
JAMAICA
PARAGUAY
PERU
SURINAM
TRINIDAD-TOBAGO
URUGUAY
VENEZUELA

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II. Your State and the World Market

A. Objectives

1. Given trademarks for various companies, students will be able to identify those companies which are American owned and those which are foreign owned.
2. Given trademarks of Ohio companies which export their goods, students will be able to compile a list of Ohio-made products which are sold on the world market.
3. Students will be able to compile a list of economic outcomes of Ohio's sales to other nations including such results as increased investment in production capabilities of factories, higher employment rates, and the ability to pay for goods imported from other nations.

B. Materials:

1. Study Sheet - "Trademarks of the World"
2. Study Sheet - "Trademarks of Ohio Companies"
3. Study Guide - "Ohio and the World Market"

C. Procedures

1. "Trademarks of the World"
    a. Give students this study sheet and ask them to circle the trademarks of companies which are American.
    b. Place a transparency of this study sheet on the overhead projector and have the class make a composite identification of American and foreign companies.
    c. At this point the teacher should tell the class that all of the companies listed are international companies in that all of them sell their products on the world market as well as in their home countries. All of the companies whose trademarks are shown on the Study Guide "Trademarks of the World" have their headquarters for European operations in Brussels, Belgium.
    d. Divide the class into small groups of four or five students each.
        1. Have each group identify the products of each company and categorize the companies on the basis of what they produce.
        2. After completing the categorizing, have each group prepare to answer the following questions:
            a. From this limited information, what kinds of companies might be called international companies?
            b. What reasons might these companies have for being international?
            c. What effects would these companies have on the country where they are located? (Consider workers, consumers, bankers, and businessmen.)
        3. When the groups have finished their work, have them share their responses with the entire class.
2. "Trademarks of Ohio Companies"
    a. Have the entire class categorize the Ohio companies in the same manner as they did with "Trademarks of the World."
    b. Divide the class into small groups of four or five to discuss the following questions.
        1. What reasons do these Ohio companies have for selling their goods abroad?

    2. How are we as Ohioans-consumers, workers, or businessmen-affected by the international business ventures of Ohio companies?
  C. Reassemble as a class and share the answers which each group has developed for these questions.
3. "Ohio and the World Market"
  a. Give each of the students the study guide and have them answer the questions.
  b. You may want to write for the information needed to answer the question prior to presenting this lesson.
  c. Some sources which can be used in answering the questions include:
    1. The Ohio Almanac.
    2. 1978 Ohio Industrial Directory.
    3. Information gained from publications by the State of Ohio. Materials can be obtained by writing:

State of Ohio
Department of Economic and Community Development
P.O. Box 1001
Columbus, Ohio 43216

# Lesson II. Trademarks of the World

MERCURY

Buckman Laboratories, S.A.

Levi's

CONTROL DATA

Beatrice Foods Co.

donaldson

RIDGID Pre-Tested Work Saver Tools

Cessna

KOMATSU

Pfizer

Chevron

ABDICK

codex europe sa

PROCTER & GAMBLE European Technical Center

hooker chemical NV SA

CPC/Europe

N.V. GRIFFITH LABORATORIES EUROPE S.A.

pyronics international s.a.

EVINRUDE

AMCEL

Lee JEANS

Wrangler

Loews/Lorillard International

GAF PHOTO PRODUCTS

AMERICAN CAN COMPANY

Allied Chemical

Combe international ltd.

GENERAL ELECTRIC

Edmont BELGIUM

OWENS CORNING FIBERGLAS

BROWNING

TERUMO

BRUNSWICK EUROPE

SUNOCO

DAIKIN EUROPE NV

VICTOR

ITT

HILTON INTERNATIONAL

Ethyl Corporation

Esso

Great Lakes Chemical Corporation

marantz We sound better

Hino

COPPEE-RUST

CHEMICALS

Culligan

extracorporeal sa.

FMC

Samsonite

HUGHES HUGHES AIRCRAFT COMPANY

BORG WARNER Chemicals

Arcair EUROPA S.A.

BD

ASAHI PENTAX

VOLVO

CHAMPION

Armstrong

3M

Honeywell

TRAVENOL

CLARK

MONROE

Holiday Inn HOTEL

HERCULES

PHILLIPS PETROLEUM 66

SUBARU

Johnson

JOCKEY INTERNATIONAL, INC.

intel

RAMADA

HAMMOND

Scott

WANG

Sansui

PIONEER

Upjohn

Monsanto

CHEMETRON

OMCO

Gates

HONDA

MAXON

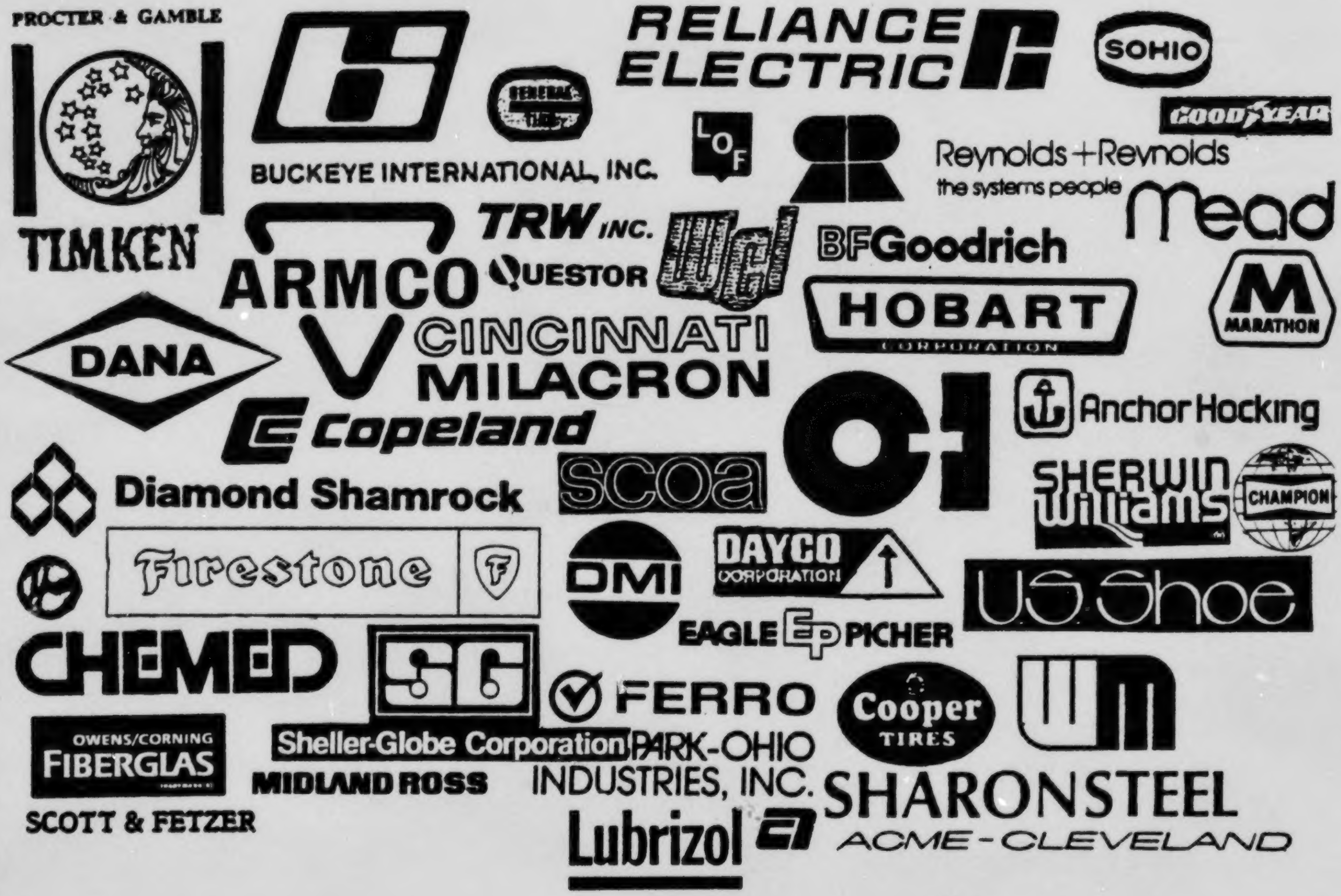
western GEAR CORPORATION

UNIROYAL

OH CO R OCIAL STUDIES

Lesson II. Study Sheet

TRADEMARKS OF OHIO COMPANIES


PROCTER & GAMBLE
BUCKEYE INTERNATIONAL, INC.
GENERAL TIRE
RELIANCE ELECTRIC
SOHIO
GOODYEAR
LOF
Reynolds+Reynolds
the systems people
TIMKEN
ARMCO
TRW INC.
QUESTOR
BFGoodrich
Mead
HOBART
CORPORATION
MARATHON
DANA
CINCINNATI MILACRON
Copeland
Anchor Hocking
Diamond Shamrock
SCOA
SHERWIN WILLIAMS
CHAMPION
Firestone
DMI
DAYCO
CORPORATION
U.S. Shoe
EAGLE PICHER
CHEMED
SG
FERRO
Cooper
TIRES
OWENS/CORNING
FIBERGLAS
Sheller-Globe Corporation
PARK-OHIO
INDUSTRIES, INC.
MIDLAND ROSS
SHARONSTEEL
SCOTT & FETZER
Lubrizol
ACME-CLEVELAND

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## Lesson II. LIST OF OHIO COMPANIES

ACME-CLEVELAND
CLEVELAND

AMERICAN SHIPBUILDING
CLEVELAND

ANCHOR HOCKING
LANCASTER

ARMCO INC.
MIDDLETOWN

A-T-O INC.
WILLOUGHBY

BALDWIN UNITED
CINCINNATI

B. F. GOODRICH
AKRON

BUCKEYE INTERNATIONAL
COLUMBUS

CHAMPION SPARK PLUG
TOLEDO

CINCINNATI MILACRON
CINCINNATI

COOPER TIRE & RUBBER CO.
FINDLEY

COPELAND CORP.
SIDNEY

DANA CORP.
TOLEDO

DAYCO CORP.
DAYTON

DAYTON MALLEABLE
DAYTON

DIAMOND SHAMROCK
CLEVELAND

EAGLE-PICHER
CINCINNATI

EATON CORP.
CLEVELAND

FERRO CORP.
CLEVELAND

FIRESTONE TIRE & RUBBER CO.
AKRON

GENERAL TIRE & RUBBER CO.
AKRON

GF BUSINESS EQUIPMENT
YOUNGSTOWN

GOODYEAR TIRE & RUBBER CO.
AKRON

HOBART CORP.
TROY

HOOVER COMPANY
CANTON

J. M. SMUCKER
ORRVILLE

LIBBEY-OWENS-FORD
TOLEDO

MARATHON OIL
FINDLEY

MEAD CORP.
DAYTON

MIDLAND-ROSS
CLEVELAND

NCR CORP.
DAYTON

OWENS-CORNING-FIBERGLASS
TOLEDO

OWENS-ILLINOIS
TOLEDO

PARKER HANNIFIN
CLEVELAND

PARK OHIO INDUSTRIES
CLEVELAND

PROCTER & GAMBLE CO.
CINCINNATI

QUESTOR CORP.
TOLEDO

RELIANCE ELECTRIC
CLEVELAND

REPUBLIC STEEL
CLEVELAND

SCOA INDUSTRIES
COLUMBUS

SCOTT & FETZER
LAKEWOOD

SHARON STEEL
HUBBARD

SHELLER GLOBE
TOLEDO

SHERWIN-WILLIAMS
CLEVELAND

STANDARD OIL OF OHIO
CLEVELAND

TIMKEN COMPANY
CANTON

TRW INC.
CLEVELAND

WHITE MOTOR COMPANY
EASTLAKE

WHITE CONSOLIDATED IND
CLEVELAND

U.S. SHOE
CINCINNATI

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Lesson II

STUDYGUIDE

## Ohio and the World Market

The Division of Commerce and Industrial Development for the State of Missouri recently announced that it was establishing an international business office in Dusseldorf, West Germany. The State of Ohio's Department of Economic and Community Development maintains similar offices in Brussels, Belgium and in Tokyo, Japan. More than two dozen states now have similar offices in foreign nations. These have been established to promote the exports of their states and to encourage foreign investment in their states.

More than forty (40) states employ specialists in the field of international trade. A major responsibility of these specialists, whether working in their home states or in trade offices located abroad, is to help generate and maintain jobs for workers in their own states.

Your instructor will provide you with sources you may use to answer the following questions. Your instructor can also advise you as to where to write for additional information.

1. How does the government of our state help promote the foreign sale of goods produced in Ohio?
2. How does our state government encourage foreign investments in Ohio?
3. What kinds of products are most important in the foreign trade of Ohio firms?
4. What companies from foreign countries have invested in Ohio?
5. In what kinds of businesses have foreigners invested? (For instance such companies may have invested in banks or factories or farmland or some other types of businesses.)

## III. Ethnic Restaurants in Your Town or City

### A. Objectives

1. Students will survey the restaurant section of the yellow pages of the telephone directory in order to compile a list of restaurants with an international flair.

2. Students will identify the clues they used to determine how the restaurants are linked to the world.

3. Students will use this survey and these clues to compile a list of countries to which the restaurants are linked.

4. Students will survey the yellow pages of the telephone book and identify other sections where they find evidence of global linkages.

5. Students will indicate the clues they used to identify the world links in other sections of the telephone book.

### B. Materials

1. Yellow pages of the telephone directory (see note below).

### C. Procedure

1. Have the students work in small groups (2 to 4) with someone bringing a telephone book for each group.

2. Have the students quickly skim the restaurant section for restaurants they think have some global linkage. Have them record their findings. When they complete this list, have them begin a list of clues they used to determine how the restaurants are linked to the world and discuss these clues with the class. Some clues might be cities (such as you might infer from Quebec Gardens), countries (such as Formosa Restaurant), or other geographical locations (such as Mediterranean Club). An inference might be based on the food advertised as in French Onion Soup.

3. Based on the clues discussed, have the groups work with the phone book to list at least ten places in the world with which your community is linked via its restaurants.

4. Have the groups report their findings to the class. The teacher might want to record the countries listed on the board, mark them on a map, or both.

5. Finally, ask the students to survey the yellow pages of the telephone directory and identify sections other than the restaurant section that have evidence of global ties. List the clues they used to identify other sections on the board after discussing them as a large group.

D. Discussion Questions

1. Based on the evidence in the phone book, to what parts of the world do restaurants in our community tend to be linked?

2. Why have these ethnic restaurants located in our community? (Have them cite two (2) or three (3) reasons.)

3. How much are ethnic restaurants or food a part of your life?

4. What other procedures might you use to gather further evidence of world links in our community, through first-hand field observation?

E. Suggested Additional Activities

1. This exercise may be repeated with other sections of the yellow pages. Suggested headings are: automobiles, cameras, churches, civic and professional organizations, manufacturing firms, television sets, travel agencies, sports equipment.

NOTE: In case you live in a small community, a cross-section of advertisements from the Cincinnati-Hamilton County Yellow Pages have been included[1]. You may want to use this in conjunction with your own community's phone book, or in place of it.

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[1] Reproduced with the written permission of Cincinnati Bell and the R.H. Donnelley Corporation.

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# RESTAURANT GUIDE

## Grouped by Nationality and Type of Cuisine

For your convenience these Restaurants have arranged for their names to be grouped under captions indicating the nationality and type of cuisine.

## AMERICAN

BIG TOP RESTRNT
575 N Wayne Av---------733-4313
BUCCANEER INN
Live Lobster
7661 Reading Rd---------761-7300
CANDLE GLO INN
11130 Reading Rd--------563-6737
CHATEAU THE RESTRNT & LOUNGE
7404 State Rd----------231-0714
CHESTER'S ROAD HOUSE
9678 Montgy Rd---------793-8700
COBBLESTONE INN
8254 Hwy 27 Alx---------635-4186
Covington Haus Mick Noll's
100 W 6 Cov------------261-6655
CRICKET RESTRNT
Great Food & Drinks
Heart Of Town—Open Sundays
6 & Vine---------------241-3949
Del-Fair Bowlg Lanes
Andrsn Ferry & Delhi Pke--451-5800
EDWARD'S MFG CO INC
529 E 5----------------721-2003
GOLDEN LAMB INN
27 S Broadway Lebanon O
Cinti Tel No 621-8373
Grand Finale
Sharon Rd & Congress Av---771-5925
HOWARD JOHNSON'S
11440 Chester Rd--------771-3400
INCAHOOT'S 2633 Vine--------861-2232
IRON SKILLET THE
6909 Valley Av----------561-6776
KINGS ISLAND INN
5691 Kings Island Dr Mason O
Cinti Tel No 241-5800
LAST MOVING PICTURE CO
105 W 4----------------621-1811
LUCKY PIERRE'S DOWNTOWN RESTRNT
814 Plum---------------381-0664
MANOR CATERING
7005 Miami Rd----------561-5100
MR Z'S PARTY LOUNGE
3509 Warsaw Av---------471-2180
PERKINS CAKE & STEAK HOUSES
7764 Colerain Av---------521-1166
9307 Montgy Rd---------793-6990
7124 Hamltn Av----------521-3064
9441 Reading Rd---------733-0340
7770 Reading Rd---------821-1046
913 Hwy 28 Mlfd--------831-2912
Pioneer Restaurant
Newprt Shoppg Cntr-------261-5077
RETSCHULTE'S INN
2642 Dixie Hwy Lksd Pk---331-4400
ROBERTSON'S RESTAURANT
See Our Ad At Restaurants
2216 Dixie Hwy Ft M-----331-3232
SHERMAN HOUSE RESTAURANT & HOTEL
So Indiana's Fine Cuisine
Batesville In
(No Chrg) Dial 0 &
ask for-Enterprise 2407
SPORTS PAGE RESTRNT
612 Vine---------------721-0067
WAFFLE HOUSE 11770 Hwy 42-733-5312
7312 Kingsgate Way------777-2554
5141 Dixie Hwy Frfld-----874-4606
St Rt 28 Mlfrd-----------831-5664
650 Donldsn Hwy Erl-----342-6442
309 Burlington Pke-Flrnce-371-5851

## BARBECUES

BARN RIB PIT
Featuring Barbecue Ribs
Gano Aly & Lodge--------621-2878
RIB PIT
Featuring Barbecue Ribs
625 Walnut------------721-9780

## BEEF HOUSES

CORK'N CLEAVER
11481 Chester Rd--------771-0645
Goff Ter---------------271-8011

## CAFETERIAS

FORUM CAFETERIA
244 Tri-Cnty Shoppg Cntr--671-0244
Northgate Mall Shoppg Cntr-385-5132
MILLS RESTAURANT
DuBois Twr------------721-7980

## CARRY OUT FOODS

ART'S CHILI KITCHEN
Open 7 Days—Madisonville
4908 Whetsel Av---------272-0861
BANK CAFE 1135 Vine--------721-4832
CRAWFORD FROZEN CUSTARD
Old Fashion Custard—Sandwiches
707 Vine--------------721-9022
DOMINICK'S PIZZA CARRY OUT
7820 Camargo Rd--------561-8242
HUT THE
1269 Cinti Batv Pke Wlwvl-752-7544
MEET & EAT 1412 Vine-------721-6764
OLYMPIC CARRY OUT
7141 Montgy Rd---------793-5411
SPRINGDALE EXPRESS
3547 Sprngdle Rd--------385-3803
WAFFLE HOUSE
11770 Hwy 42-----------733-5312
7312 Kingsgate Way------777-2554
5141 Dixie Hwy Frfld-----874-4606
St Rt 28 Mlfrd-----------831-5664
650 Donldsn Hwy Erl------342-6442
309 Burlington Pke Flrnce--371-5851

## CHICKEN

FAMOUS RECIPE FRIED CHICKEN
11315 Reed Hartman Hwy--984-4000
6601 Hamltn Av----------729-1404
4927 Reading Rd---------242-1811
8319 Vine--------------821-1158
8548 Beechmont Av-------231-7841
8834 Reading Rd---------761-3207
3474 North Bend Rd------661-4213
5251 Glenway Av---------921-1386
3711 Paxton------------631-7243
741 Main Mlfd-----------831-3741
33 6th St Fill Belv-------431-3310
6 & Scott Cov------------491-2491
HENRY'S FAMILY RESTRNT
Dixie Golden Fried Chicken
Breakfast—Lunch—Dinners
Complete Carry Out Service
1190 W Galbrth Rd-------522-4242
RON'S ROOST 3853 Race Rd----574-0222

## CHILI PARLORS

ACROPOLIS CHILI
Clifton
233 Calhn-------------861-3470
Downtown
700 Main--------------621-6422
Finneytown
8270 Winton Rd---------521-5356
BOND HILL CHILI RESTRNT
Bond Hill
California & Reading Roads
Open 24 Hrs Carry Out Or Dine In
4890 Reading Rd---------242-2145
CHILI MASTER
11762 Lebanon Rd--------563-4107
CHILI TIME RESTRNT
4720 Vine--------------641-1130
7500 Reading Rd---------731-8400
Cretan Grill 7039 Vine---------821-1203
Delhi Chili 4875 Delhi Pke------921-9779
MOONLIGHT CHILI
Chili—Coneys—Sandwiches
Breakfast Any Time
Eat Here Or Carry Out—7 Days
2003 W Galbrth Rd-------729-3067

## CHINESE

China Palace Restrnt 18 E 7----762-9234
CHINESE IMPERIAL INN
11042 Reading Rd--------563-6888
DRAGON INN RESTRNT
Swiftn Cntr-------------731-5544
Woods Point Flrnce--------371-7767
FORTUNE KOOKIE RESTRNT
7633 Reading Rd---------761-6830
HO SI GAY CHINESE RESTRNT
2666 Madsn Rd----------321-2088
KALI-KAI 6202 Montgy Rd-----731-0023
MAGIC WOK THE
8063 Montgy Rd---------984-2222
ORIENTAL GARDEN CHINESE RESTRNT
9812 Colerain Av---------385-9402
WONG'S CHINESE RESTRNT
216 E 6----------------762-9566

## COCKTAIL LOUNGES

DASHIKI LOUNGE
5217 Whetsel Av---------271-9753
DIXIE LANES INC
7 & Scott Cov-----------431-8144
ENTERPRISE I
7324 Kingsgate Way------777-1208
PHILADELPHIA INN
920 Loveland Madelra Rd
Lov-683-0932
SAYBROOK TAVERN
Lunches & Dinners—Dining Room
Party Room Available
3672 Erie Av------------321-3600
SCHERRER'S CAFE
Liquor—Beer—Wine
Plate Lunches—Open Till 10:30PM
3112 Sprng Grv----------541-9693
SOHO UNDERGROUND
320 Findlay------------721-9181
SPOT THE 2547 Compton Rd---521-9103
THE SPOT
Liquor—Wine—Beer—Food
Open To 2:30AM
283 W McMicken Av------721-0769
WIGGINS TAVERN 31 E 4------721-7612

## CONTINENTAL

MAIN ENTRANCE
5132 Delhi Pke----------451-1414
McINTOSH RESTAURANT
570 E Galbrth Rd--------821-1300
2444 Madsn Rd----------871-1015

## CREPES

Grand Finale
Sharon Rd & Congress Av---771-5925
SAUCY CREPE THE
3330 Erie Av------------321-1961

## DINERS

HERINGER'S RESTAURANT
Plate Lunches
10 & Pattrsn Npt---------431-8110
SANSONE'S TOM BOY
Chili & Food Of All Kinds
Open 24 Hrs A Day
6007 Hamltn Av----------541-4829

## ENGLISH

SOVEREIGN RESTRNT THE
Queen's Twr------------471-2250

## FRENCH

Caproni's Internationale Cuisine
Restrnt 610 Main----------421-1718
Grand Finale
Sharon Rd & Congress Av---771-5925
MAISONETTE 114 E 6--------721-2260
UNDERGROUND ORLEANS
304 Main---------------621-0122

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## GERMAN

BISMARCK RESTAURANT
9861 Montgy Rd----------791-2161
BLACK FOREST RESTRNT & LOUNGE
8590 Colerain Av---------385-1955
Caproni's Internationale Cuisine
Restrnt 610 Main-----------421-1718
CHATEAU THE RESTRNT & LOUNGE
7404 State Rd----------231-0714
Covington Haus Mick Noll's
100 W 6 Cov------------261-6655
FOREST VIEW GARDENS
4508 N Bend------------661-6434
GRAMMER'S INC 1440 Walnut--721-6570
LENHARDT INTERNATIONAL
7715 Reading Rd---------761-2116
ZIMMER'S RESTRNT
3355 Madsn ------------871-2820

## GREEK

DIMITRY'S GRECIAN FOOD
34 W 7----------------621-8080
DIONYSUS RESTAURANT
121 Calhn --------------961-1578
SEBASTIAN'S 38 E 6---------621-0770

## HEALTH FOODS

NEW WORLD FOOD SHOP INC
347 Ludlow Av-----------861-1101

## HUNGARIAN

LENHARDT INTERNATIONAL
7715 Reading Rd---------761-2116

## ITALIAN

Caproni's Internationale Cuisine
Restrnt 610 Main-----------421-1718
DEPOT RESTRNT
919 Hwy 28 Mlbry--------248-1242
GREENWICH TAVERN
Also American Cuisine
2440 Gilbrt ------------221-1857
LUIGI'S AVENUE RESTRNT & LOUNGE
181 Fairfld Av Belv-------581-8071
MOZART'S RISTORANTE
North Italian Cuisine
Risotto Milanese—Espresso
1 W McMillan------------762-9492
PAPA GINO'S ITALIAN RESTRNT
5506 Harisn ------------574-7444
PORFIDIO'S WISHING WELL
8398 Reading Rd---------761-4862

## JAPANESE

KABUKI JAPANESE STEAK HOUSE
126 E 6----------------421-1688
YAKITORI'S MR JAPANESE RESTRNT
235 W McMillan---------721-0707

## JEWISH

Nebolsky Tillie Caftria
7617 Reading Rd---------821-1175

## MEXICAN

TACO CASA 3516 Erie Av------321-3436
Taco-Pizza Inn
11482 Sprngfld Pke-------771-3145
2806 Blue Rock Rd-------521-1274

## NIGHT CLUBS

DASHIKI LOUNGE
5217 Whetsel Av---------271-9753
EMANON
Live Jazz Nightly
Kitchen Open Til 2AM
3201 Jefrsn Av-----------281-9522
ENTERPRISE 1
7324 Kingsgate Way------777-1208
PEPPERCORN P M
6211 Glenway Av---------662-3168
SOHO UNDERGROUND
320 Findlay ------------721-9181

## NIGHT CLUBS (Continued)

SPOT THE 2547 Compton Rd---521-9103
TERWILLIGER'S TAVERN
7795 Cooper Rd----------984-8681
THE SPOT
Liquor—Wine—Beer—Food
Open To 2:30AM
283 W McMicken Av------721-0769
TOGA LOUNGE
11347 Colerain Av--------385-6566
TOM POWELL'S FUNERAL PARLOR INC
304 Main --------------621-0100
YACHT CLUB 3202 Colerain Av--541-9721

## PIZZA

Angilo's Downtwn Pizza
Librty & Vine------------381-4450
Angilo's Norwood Pizza
2649 Robrtsn Av---------631-4300
ARCADE PIZZA
Delivery Service
125 W McMillan---------751-6262
ITALIANETTE PIZZA
6918 Plainfld Rd---------791-7650
MONTGOMERY PIZZA
9546 Montgy Rd----------791-6280
MR Z'S PIZZERIA
3509 Warsaw Av---------471-2180
PAPA GINO'S ITALIAN RESTRNT
5506 Harisn ------------574-7444
PIZZA HUT
Blue Ash
9254 Plainfld Rd---------793-2040
Clifton
335 Calhn --------------281-1203
Cherry Grove
8467 Beechmont Av-------232-3389
Forest Park
Promenade Shoppg Cntr----851-8787
Groesbeck
7878 Colerain Av---------521-1568
Hamilton O
3175 Dixie Hwy Hamltn---863-0270
Harrison O
10927 New Haven Rd Harsn-367-0255
Milford
801 Main Mlfd-----------831-6345
Northern Hills
797 Compton Rd----------521-3433
Northgate
9900 Colerain Av---------385-5220
Oxford O
135 Lynn Oxford O--------523-2184
Western Hills
3245 Westbourne Dr-------451-4252
Florence Ky
7915 Dream Flrnce-------371-3370
Ft Wright
1999 Dixie Hwy Ft W-----331-9777
Newport Shopping Center
Newport Shoppg Cntr Npt--491-5215
Taco-Pizza Inn
11482 Sprngfld Pke------771-3145
2806 Blue Rock Rd-------521-1274

## SALAD BARS

PEPPERCORN 6211 Glenway Av-662-2585
2504 Vine --------------961-8008

## SEA FOODS

AUGGIE'S RESTAURANT
4609 Kellogg Av---------871-1820
CHARLEY'S CRAB
9769 Montgy Rd---------891-7000
Club Aquarius Restrnt&Lounge
2728 Woodburn Av--------751-2894
HUGH'S OYSTER HOUSE
6801 Dixie Hwy Flrnce----371-7909
LONG JOHN SILVER'S SEA FOOD SHOPPES
North College Hill
1716 W Galbrth Rd-------729-2366
Hartwell
Vine & Ferndale----------821-6983
Sharonville
11750 Lebanon Rd--------563-8393
Blue Ash
9100 Plainfld Rd---------791-1050
Norwood
Montgy & Sherman-------531-0985
Milford
910 Hwy 28 Mlfd---------248-0670
Kenwood
7781 Montgy Rd---------984-8707

CONTINUED NEXT COLUMN

## SEA FOODS (Continued)

LONG JOHN SILVER'S SEA FOOD SHOPPES

CONTINUED FROM PRECEDING COLUMN

Sharonville
1560 East Kemper Rd-----772-1087
Mt Washington
7919 Beechmont Av-------231-2312
Cheviot
3600 Harisn Av----------662-9839
Poppa's Familee Tree
1504 Dixie Hwy Pk Hls----291-3706
SPRINGDALE EXPRESS
3547 Sprngdle Rd--------385-3803
WINDJAMMER RESTRNT
11330 Chestr Rd---------771-3777

## SHISH KEBAB

PHILADELPHIA INN
Open For Lunch 11:00-3:00PM
Serving Dinner 5:00-10:00PM
Sun 12:00-9:00 Complete Dinner
Menu And Sunday Special
Located Off I-275 3 Miles North
On Loveland—Indian Hill Exit
920 Loveland Madeira Rd
Lov-683-0932

## SMORGASBORD

JOHNSTON'S SMORGASBORD
8048 Dixie Hwy Flrnce----371-8156
KING'S TABLE RESTRNT
8707 Colerain Av---------385-7753
Highland Av & Ridge Av----531-0713

## SOUTH AMERICAN

GUNNYSACK THE
6808 Clough Pke---------231-1862

## SOUTHERN STYLE

K & K BAR-B-Q
Barbecue Ribs & Chicken
5808 Madsn Rd----------272-0557
SOUTHERN TRAILS RESTRNT & CATERG
6823 Dixie Hwy Florence---371-2175

## STEAKS, CHOPS, ETC.

CHESTER'S ROAD HOUSE
9678 Montgy Rd---------793-8700
CLUB AQUARIUS RESTRNT & LOUNGE
2728 Woodburn Av-------751-2894
F & N STEAK HOUSE
Follow Route 8 East
Mary Inglis Hwy Day------261-6766
FORTY THIEVES RESTRNT
717 Dixmyth Av----------559-0909
LaNORMANDIE TAVERNE & CHOP HOUSE
118 E 6-----------------721-2761
MARK RESTRNTS THE
1717 Glendale Milford Rd--771-1677
PEPPERCORN 6211 Glenway Av-662-2585
2504 Vine --------------961-8008
Poppa's Familee Tree
1504 Dixie Hwy Pk Hls----291-3706
SPRINGDALE EXPRESS
3547 Sprngdle Rd--------385-3803
THOMAS' F & N STEAK HSE
Follow Route 8 East
Mary Inglis Hwy Day------261-7228
TRUMPS RESTRNT-DISCOTHEQUE
Cassinelli Sq -----------671-5112
WATER MILL INN & MOTOR MOTEL
5753 Harisn Av----------574-6622

## SUPPER CLUBS

Beef 'N' Boards Dinner Theatre
Dinner & Show
Dry Fork Rd-------------367-4124

CHARCOAL CHEF RESTRNT
1231 Tenn Av-----------242-5404
TOWN & COUNTRY
1622 Dixie Hwy Cov------291-7328

## VEGETERIAN

EQUINOX 3232 Jefrsn Av------752-4779
NEW WORLD FOOD SHOP INC
347 Ludlow Av-----------861-1101

## WINERIES

MEIER'S WINE CELLARS INC
6955 Plainfield Rd-------891-2900
SUBLETTE WARREN J WINERY CO
2260 Central Pkwy-------651-4570

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## WONGS
**FAMOUS CHINESE RESTAURANT**

**DOWNTOWN**

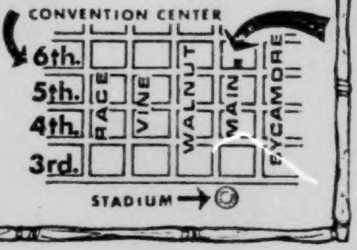
- BUSINESSMEN'S LUNCHES
- FAMILY STYLE DINNERS
- COCKTAILS & TROPICAL DRINKS
- CARRY OUT ORDERS

OPEN DAILY 11 AM-10 PM
SAT. 4 PM-MIDNIGHT
SUN. NOON-10 PM
FREE PARKING AFTER 6 P.M.

"RELAXING ORIENTAL ATMOSPHERE"

**762-9566**

216 E. 6th St.
6th & Main Opp. Federal Bldg.



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the italian restaurant
with the spanish name
hosted by the jewish couple
with the greek partner
featuring american steaks
french onion soup
ecuadorian ceviche
and swiss fondue

**el greco**

2490 alexandria pike · southgate, kentucky **441-6600**

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# QUEBEC GARDENS

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DELICIOUS CHICKEN - STEAK & SEA FOODS

FREE 4 PRIVATE HALLS FOR MEETINGS, BANQUETS, CLUBS, WEDDINGS - RECEPTIONS, Etc.

OUTSIDE CATERING SERVICE

**Call 921-9749**

5 Min. From Downtown
2291 QUEBEC RD.
OFF QUEEN CITY
SOUTH FAIRMOUNT - PRICE HILL

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German Specialties & International Cuisine
Cocktails Wines - Beer

BEER GARDEN

CATERS TO WEDDINGS, PARTIES, RECEPTIONS, MEETINGS

GOOD GERMAN COOKING AMID COUNTRY SURROUNDINGS

ESTABLISHED 1939

**661-6434**

½ MILE W OF I-74 AT NORTH BEND EXIT • 4508 N. BEND RD. CHEVIOT

---

## SUN BRIGHT CHILI

7 CONVENIENT LOCATIONS IN GREATER CINTI

OPEN DAILY
WEEKEND LATE HOURS

| | | |
|---|---|---|
| FAIRFIELD | 5401 DIXIE HWY. | 874-5060 |
| LEBANON | 915 N BROADWAY | 932-3303 |
| LOVELAND | 533 LOVELAND MADEIRA RD. | 683-7308 |
| MADEIRA | 7718 LAUREL AVE. | 271-0280 |
| MILFORD MULBERRY | 1040 ST. RT. 28 | 831-0998 |
| NORWOOD | NORWOOD PLAZA SHOPPING CNTR | 631-2506 |
| WILMINGTON O | 100 SOUTH WILMINGTON | 382-5118 |

**COMMISSARY & OFFICE 1040 ST RT 28 MILFORD**

---

**QUEEN CITY CHILI**

- CONEYS
- CHILI

Chili-Spaghetti
3 Ways
4 Ways
5 Ways

**Queen City CHILI**

COMPLETE
BREAKFAST - LUNCH - DINNERS

*"WHERE TO FIND THEM"*

*RESTAURANTS*

*HYDE PARK*

QUEEN CITY CHILI
Hyde Prk Plaza-------------321-2621

*PLEASANT RIDGE*

QUEEN CITY CHILI
5420 Ridge Av-------------631-7974

*SPRINGDALE*

QUEEN CITY CHILI
322 Northland Rd-----------771-4515

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## LaRosa's
**FINE ITALIAN FOOD AND DRINK**

**LAROSA'S PIZZERIAS:** *Pizza, Pasta, Italian Food & Sandwiches to Eat in or Take Out.*

| | | |
|---|---|---|
| BRIDGETOWN | 6607 GLENWAY AVE. | 574-1323 |
| CENTRAL PARKWAY | 1715 CENTRAL PARKWAY | 421-3370 |
| CLIFTON | 2717 VINE ST. | 861-7838 |
| COLERAIN | 8421 COLERAIN AVE. | 521-2441 |
| DELHI | 5657 RAPID RUN PIKE | 451-1272 |
| DOWNTOWN | 8th & WALNUT | 721-2227 |
| | SOUTHERN OHIO BANK BLDG. | 421-2025 |
| EDGEWOOD, KY | 3095 DIXIE HWY. | 331-6880 |
| ERLANGER, KY | 472 ERLANGER RD. | 727-3632 |
| EVENDALE | 9944 READING RD. | 563-8880 |
| FINNEYTOWN | 891 W. GALBRAITH RD. | 931-4090 |
| FORESTVILLE | 7756 BEECHMONT AV. | 232-8200 |
| FOREST PARK | 220 W. SHARON RD. | 771-0916 |
| FT. THOMAS, KY | 28 N. FT. THOMAS | 781-4043 |
| HARRISON | 316 HARRISON AV | 367-4131 |
| HYDE PARK | HYDE PARK PLAZA | 871-6666 |
| LEBANON | 402 N. BROADWAY | 932-6021 |

VISIT OUR KING'S ISLAND LOCATION

| | | |
|---|---|---|
| LOVELAND | 529 LOVELAND MADEIRA RD. | 683-3003 |
| MIAMI HEIGHTS | 7589 BRIDGETOWN | 941-7210 |
| MILFORD | 28 CEMETERY RD. | 248-0220 |
| MT. CARMEL | 485 CINTI-BATV PIKE. | 528-2424 |
| MT. HEALTHY | 2467 COMPTON RD. | 729-2137 |
| MONTGOMERY | 9415 MONTGOMERY RD. | 791-3535 |
| NEWPORT, KY | 515 MONMOUTH ST. | 431-2816 |
| NEW RICHMOND | 527 SYCAMORE | 553-3144 |
| PRICE HILL | 4008 GLENWAY AVE. | 921-1220 |
| PRINCETON | 11711 PRINCETON RD. | 671-0044 |
| READING | 410 W. BENSON | 761-3296 |
| ROSELAWN | 7666 READING RD. | 761-6966 |
| SEVEN HILLS | 10859 HAMILTON AVE. | 851-4550 |
| WALNUT HILLS | 2909 WOODBURN | 961-1301 |
| WESTERN HILLS | 2411 BOUDINOT AVE. | 451-1122 |
| WESTWOOD | 3223 McHENRY AT FYFFE | 662-3322 |
| WHITE OAK | 6030 CHEVIOT RD. | 385-1670 |
| WYOMING | 1429 SPRINGFIELD PIKE | 821-5405 |

OPENING SOON: ALEXANDRIA KY • PISGAH O • FAIRFIELD O

**LAROSA'S WINE CELLAR:**

OPEN WED. THRU SUN 5:00-MIDNIGHT — AVAILABLE FOR PRIVATE PARTIES

WESTERN HILLS..........2417 BOUDINOT AVE..........451-1080

**LAROSA'S ITALIAN INN:**

*QUIET, RELAXED SIT-DOWN DINING FOR LUNCH OR DINNER.*

WESTERN HILLS..........2409 BOUDINOT AVE..........451-1334
HYDE PARK..........HYDE PARK PLAZA..........871-6666

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## Cambridge Inn Cafeterias

**SERVING LUNCH & DINNER DAILY**

Rolls & Pastries from our Ovens Daily
Wide Menu Selections • Childrens Portions • Beautiful Atmosphere

**MEETING & BANQUET ROOMS**

3740 Paxton Rd.
Hyde Park..........321-7752
1580 Goodman Av.
North College Hill..........521-2014
630 Northland Rd.
Forest Park..........825-7231

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Sherman House
Century Old Inn
"Serving Southern Indiana's Fine Cuisine!"
TOLL FREE RESERVATIONS
Lodging, Banquet and Special Occasion Facilties
No Charge - Dial "O" and ask for
ENTERPRISE 2407
TAKE INTERSTATE 74 WEST
OR ROUTE 46
35 S. MAIN
BATESVILLE, IND.

LEE'S GARDEN RESTAURANT
ONE OF CINCINNATI'S NEWEST
CHINESE-AMERICAN RESTAURANT
• CARRY OUT
• BUSINESS MEN'S LUNCH
• FAMILY ROOM TO 35
• WINE & BEER
MON—THUR AND SUN 11 AM-9 PM
FRI AND SAT 11 AM-10 PM
921-4420
4306 GLENWAY AV. CINTI., O.
WE HONOR BANKAMERICARD

AUTHENTIC CHINESE CUISINE
RESTAURANT · COCKTAILS
the FORTUNE KOOKIE
AUTHENTIC CHINESE CUISINE
WING WONG
PROPRIETOR
LUNCH • DINNER • COCKTAILS
TROPICAL DRINKS • FAMILY DINNERS
Special Arrangements for Banquets 10-75
PLEASE CALL FOR RESERVATIONS
FOR LARGER GROUPS
761-6830
OPEN SUNDAYS • FREE PARKING
BUSINESSMEN'S LUNCH
ALSO CARRY-OUT
"WELCOME"
7633 READING RD.
NEXT TO VALLEY THEATRE

ORIENTAL GARDEN
CHINESE RESTAURANT
AUTHENTIC
CHINESE CUISINE!
ENJOY AN AUTHENTIC CHINESE DINNER! SERVING LUNCHEONS, DINNERS AND YOUR FAVORITE COCKTAILS.
DINE IN OR CARRY-OUT
385-9402
9812 COLERAIN AVE. (NEXT TO WENDY'S)
1 BLOCK NORTH OF NORTHGATE MALL
MON. thru FRI. 11 a.m. to 10 p.m.
SAT. 11 to 11, CLOSED SUNDAYS

MEDITERRANEAN
SUPPER & SHOW CLUB
CONTINENTAL CUISINE
ELEGANT DINING IN THE INCOMPARABLE
SHOWROOM LOUNGE.
TOP NAMES
LAS VEGAS -
TYPE LIVE
ENTERTAINMENT NIGHTLY
DANCING
ONE OF CINCINNATI'S
NEWEST & MOST FAMOUS RESTAURANTS
PRIVATE BANQUET FACILITIES UP TO 200
OPEN - MON THRU FRI 11 AM - 2:30 AM SAT 5 PM - 2:30 AM
COCKTAIL LOUNGE • BUSINESSMEN'S LUNCH
IN OUR NEW RATHSKELLER LOUNGE
SPECIAL COCKTAIL HOUR 4 TO 7 PM MONDAY THRU FRIDAY
HORS D OEUVRES
LIVE ENTERTAINMENT TUES THRU SAT
OPEN TILL 2 AM DANCING
CLOSED SUNDAYS
DAYTON
Chester Rd.
I-75
Sharon Rd. Exit
Sharon Rd. Exit
771-5671
11755 CHESTER RD

AUTHENTIC ENGLISH INN
RED LION TAVERN
Lusty Drink and Hearty Fare
Lodging, Banquet and Special Occasion Facilities
Major Credit Cards Honored
271-2100
Mariemont Inn & Lodge
6880 Wooster Pike, Cincinnati, Ohio 45227

Continuous matinee and evening performances
126 E. Sixth St. Cincinnati
Dinner served nightly including Sundays
Lunch served weekdays
Reservations Suggested
Major Credit Cards Accepted
Come to Japan for dinner
THE SAMURAI®
Japanese Steak House
Phone 421-1688

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MEXICAN ITALIAN AMERICAN
DINE IN OR CARRY OUT
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2806 BLUEROCK RD
771-3145
11482 SPRINGFLD PKE
SPRINGDALE

MR. YAKITORI'S HOUSE
JAPANESE RESTAURANT
Open 7 Days A Week
721-0707
235 W. McMILLAN
(AT CLIFTON)

LUIGI'S AVENUE
RESTAURANT & LOUNGE
A UNIQUE DINING EXPERIENCE
FEATURING FINE
ITALIAN & AMERICAN CUISINE
BREAKFAST • LUNCH • DINNERS
581-8071
181 FAIRFIELD AVE BELLEVUE KY
TAKE THE NEW I-471 BRIDGE - 3 BLOCKS FROM CINTI

CHINESE IMPERIAL INN
瓊華酒家
CHINESE • BEER & WINE
POLYNESIAN CUISINE
DINING & CARRY OUT
OPEN SAT 4-10 SUN 4-9
CLOSED MON
OPEN TUES-THURS 11:30-9
FRI 11:30-10
563-6888
11042 READING ROAD SHARONVILLE, OHIO

OHIO COUNCIL FOR THE SOCIAL STUDIES

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CINCINNATI'S OLDEST AND FINEST RESTAURANTS

## Parfidio's Wishing Well

"We're located on the landmark corner of Galbraith & Reading Rds."

"SERVING CINTI. SINCE FEB. 1953"

ITALIAN FOOD & AMERICAN CUISINE

761-4862

"DELICIOUS FOOD AT REASONABLE PRICES"

MUSIC & DANCING

Banquet Facilities!

EXIT EAST OFF I-75 AT GALBRITH RR
8398 READING RD.

IN THE TRI-STATE AREA, ITS

## GOLD STAR CHILI

U.S.D.A. EST. 2517

*29 LOCATIONS*

| | | |
|---|---|---|
| DOWNTOWN | 629 Walnut | 579-1371 |
| BRENTWOOD | 9161 Winton Rd. | 931-6680 |
| CHERRY GROVE | 8549 Beechmont Av. | 232-2448 |
| EVENDALE | 10840 Reading Rd. | 563-2685 |
| FAIRFIELD | 5080 Pleasant Av. | 868-9987 |
| MT. HEALTHY | 7821 Hamilton Av. | 522-4376 |
| MT. WASHINGTON | 2244 Beechmont Av. | 231-7602 |
| MONTFORT HTS | 3466 North Bend Rd. | 662-2700 |
| NORWOOD | 4113 Edwards Rd. | 531-7787 |
| SPRINGDALE | 11510 Springfield Pk. | 771-6116 |
| ST. BERNARD | St. Bernard Square | 641-4224 |
| WEST CHESTER | 7671 Tylersville Rd. | 777-1865 |
| BETHEL | 629 W. Plane | 734-6705 |
| AMELIA | 219 Ohio Pk. | 753-4471 |
| MT. CARMEL | 582 Cinti Batv Rd | 528-0033 |
| GEORGETOWN | Mt. Orab Pk. | 378-3663 |
| COVINGTON, KY. | 635 Madison Av. | 491-0029 |
| ALEXANDRIA, KY. | 7647 Alexandria Pk. | 635-9890 |
| BELLEVUE KY | 49½ 6th St. Fill Belv | 491-8740 |
| FLORENCE, KY. | 6500 Dixie Hwy. | 371-5099 |
| FT MITCHELL KY | 2527 Dixie Hwy Ft. M. | 341-3379 |
| LATONIA, KY. | 3912 Winston Ave. | 491-0518 |
| TAYLOR MILL, KY. | 6009 Taylor Mill Rd. (at Hands Pk.) | 356-6625 |
| *OFFICE & COMMISSARY* | *2244 Beechmont* | *231-1405* |

NEW LOCATIONS COMING SOON
FLORENCE KY (MALL AREA) MIAMISBURG OHIO MIDDLETOWN OHIO
VISIT OUR LOCATIONS IN LEXINGTON, KY - LOUISVILLE, KY - INDIANAPOLIS, IND. DAYTON, O.

## FORMOSA

RESTAURANT

DELICIOUS CANTONESE FOOD SERVED IN RELAXING CHINESE ATMOSPHERE - POPULAR PRICES
CARRY-OUT SERVICE

MON. TO THUR. 11 AM-9 PM
FRI. 11 AM TO 10 PM
SAT. 4PM TO 10 PM
SUNDAYS 4 PM TO 9 PM

**DOWNTOWN**
421-6151
762-9822

CENTRAL PARKWAY
ST.
Kroger Bldg
WALNUT ST.
COURT ST.
ELM ST.
RACE
9th ST.
VINE ST.
Public Library
GARFIELD PLACE
8th ST.

FEW MINUTES FROM DOWNTOWN HOTELS & CONVENTION CENTER
12 W. COURT-BETWEEN VINE & RACE

VISIT OUR OTHER LOCATION IN WESTERN HILLS

## EGG ROLL HOUSE

QUICK CARRY OUT OR DINE IN
5010 GLENWAY AV. - 244-7222 921-9881
UNDER SAME MANAGEMENT

EGG ROLL HOUSE
*The House of Good Food*

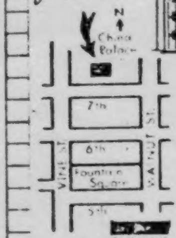
家 華

## CHINA PALACE

DOWNTOWN

CHINA PALACE RESTAURANT

"Visit our new beautiful facilities"



FAMILY DINING
LUNCHEONS
DINNERS
CARRY-OUT
COCKTAIL LOUNGE

*SEATING ACCOMMODATIONS FOR UP TO 99!*

CANTONESE & AMERICAN FOOD
18 E. 7th St.
*(2 BLOCKS N. OF FOUNTAIN SQ.)*

OPEN MON. THRU THURS. 11 AM TO 10 PM • FRI 11 AM TO 11:30 PM SAT. NOON TO MIDNIGHT • SUN. NOON TO 10 P.M.

FREE 1 HOUR DINNER PARKING *ON BOTH SIDES*

762-9234 OR 421-1304

*ELEGANT AND UNIQUE . . . ORIENTAL ATMOSPHERE*

## MAGIC WOK

CHINESE CUISINE
COCKTAIL LOUNGE

*ONE OF THE FINEST CHINESE RESTAURANTS IN THE MIDWEST!*

"WHERE DINING IS AN UNFORGETTABLE EXPERIENCE"

N
EXIT 12
MAGIC WOK
MONTGOMERY RD.
I-71
EXIT 12
KENWOOD RD.

BUSINESSMAN'S LUNCH
FAMILY DINNERS
EXOTIC TROPICAL DRINKS
PRIVATE PARTY FACILITIES

ALSO . . . CARRY-OUT ORDERS!
★ OPEN DAILY AND SUNDAYS ★

PHONE 984-2222

8063 MONTGOMERY ROAD

COCKTAILS TROPICAL DRINKS

LUNCHEON SPECIALS

龍宮酒家

DRAGON INN

PEKING DUCK
HONG KONG STEAK

Cocktail Lounge

ALWAYS OPEN 11-11 PM

CARRY OUT SERVICE

PRIVATE PARTY ROOMS

FLORENCE KY
St Rt 18 & Woodspoint Dr
Near Florence Mall
I-75 Exit 181
371-7767
*Opening About Jan 1978*

## DRAGON INN

CHINESE & AMERICAN FOOD

CINCINNATI
Swifton Center Cinn., O.
Reading Rd. and Seymour
I-75 Exit 9
731-5544

OHIO COUNCIL FOR THE SOCIAL STUDIES

## IV. U.S. Goods and Foreign Markets

### A. Objectives

1. Students will recognize the fact that there is a foreign market for U.S. goods (services).
2. Students will realize that in order to reach this market U.S. producers must use foreign media to advertise their products.
3. Students will be able to list a variety of American-made products which are sold in other countries.

### B. Materials

1. Foreign magazines such as Der Spiegel (Germany), Paris-Match (France).

### C. Procedure

1. Using the examples included in this lesson, begin lesson by having the students make a list of American products sold in other countries.
2. Have students survey foreign magazines for advertisements for American products or goods produced abroad by American companies.
3. Have students make a collage of the advertisements. Display the collage in the classroom. Use the collage to add to the list begun in Number 1 (above) and for class discussion.

### D. Discussion Questions

1. What kinds of U.S. goods reach foreign markets?
2. Are their ads in foreign magazines the same or different from the ads they use in this country?
3. If the ad appears different, what might this say about the market to which the ad is directed?
4. Would you expect all of these products to be manufactured in this country and exported, or do you suppose some are manufactured overseas? What clues can you use?
5. What are the possible effects of the sale of U.S. goods in foreign markets on each of the following:
    a. U.S. manufacturers?
    b. Foreign manufacturers?
    c. Foreign consumers?

6. What services might be stimulated in these foreign countries by the sale of U.S. goods?

E. Suggested Additional Activities

1. Repeat procedures from C (above) using Time, Newsweek, Business Week, and other magazines.

2. Make a collage of advertisements for foreign made products which are sold in the United States.

3. Discussion questions:

    a. What kinds of products and services are offered in these advertisements?

    b. What countries are home to the companies which are doing the advertising?

    c. Who might buy the products advertised?

    d. How is the United States affected by the importation of these goods?

F. Teacher Notes

1. Samples of foreign newspapers and magazines can be found in many public and in all university libraries. Photocopies can be made and duplicated for class use.

2. A selection of foreign newspapers and magazines can be purchased from:

Multi Newspapers
Box DE
Dana Point, California 92629

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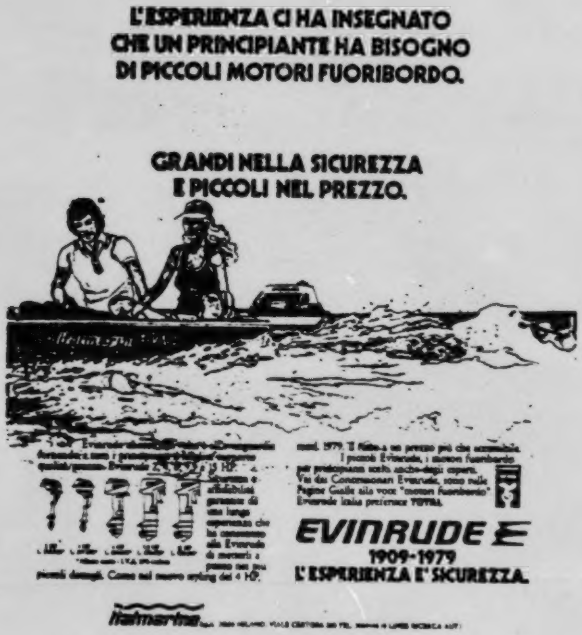
## Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD



**L'ESPERIENZA CI HA INSEGNATO CHE UN PRINCIPIANTE HA BISOGNO DI PICCOLI MOTORI FUORIBORDO.**

**GRANDI NELLA SICUREZZA E PICCOLI NEL PREZZO.**

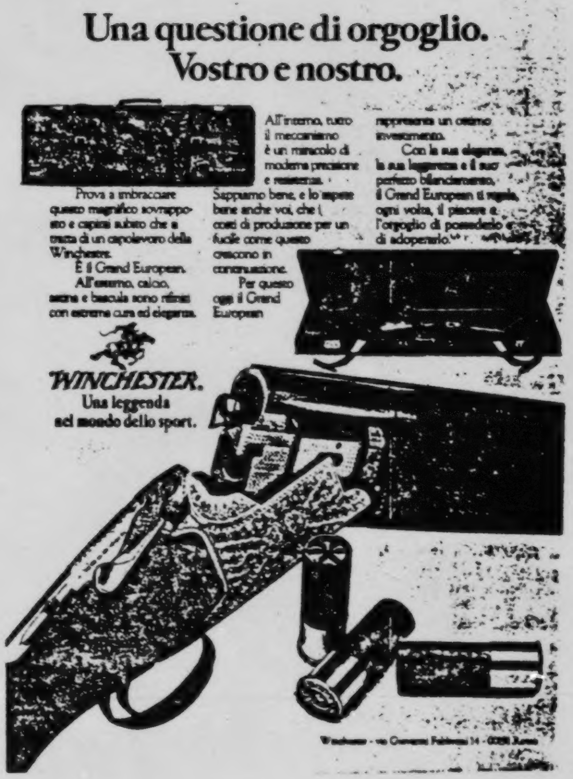
I piccoli Evinrude, i motori fuoribordo per principianti scelti anche dagli esperti.

**EVINRUDE**

**1909-1979**

**L'ESPERIENZA E' SICUREZZA.**

Italmarine



**Una questione di orgoglio. Vostro e nostro.**

Prova a imbracciare questo magnifico sovrapposto e capirai subito che si tratta di un capolavoro della Winchester.

È il Grand European.

All'esterno, calcio, astina e bascula sono rifiniti con estrema cura ed eleganza.

All'interno, tutto il meccanismo è un miracolo di moderna precisione e resistenza.

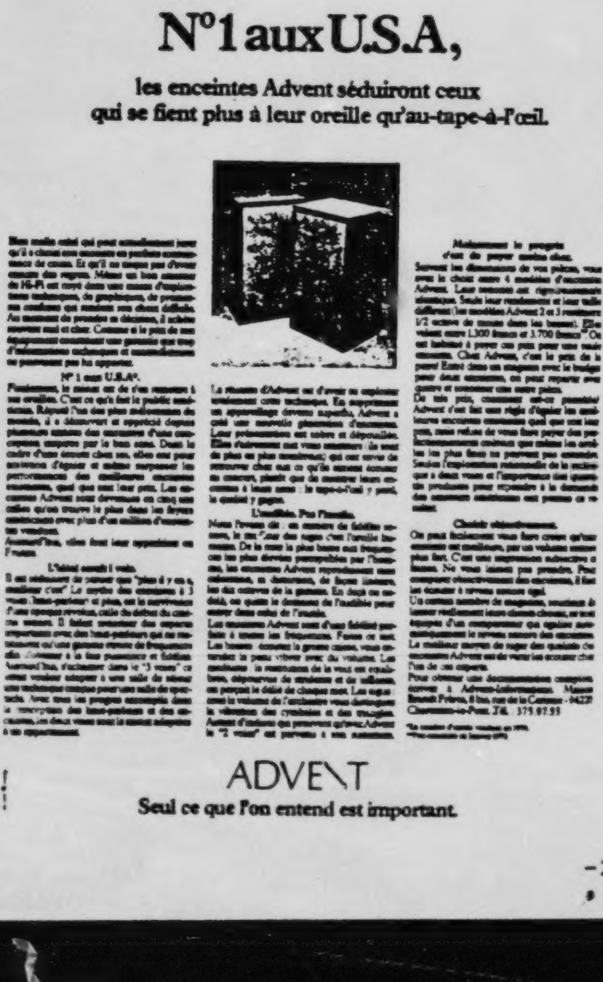
Sappiamo bene, e lo sapete bene anche voi, che i costi di produzione per un fucile come questo crescono in continuazione.

Per questo oggi il Grand European rappresenta un ottimo investimento.

Con la sua eleganza, la sua leggerezza e il suo perfetto bilanciamento, il Grand European ti regala, ogni volta, il piacere e l'orgoglio di possederlo e di adoperarlo.

**WINCHESTER.**

Una leggenda nel mondo dello sport.

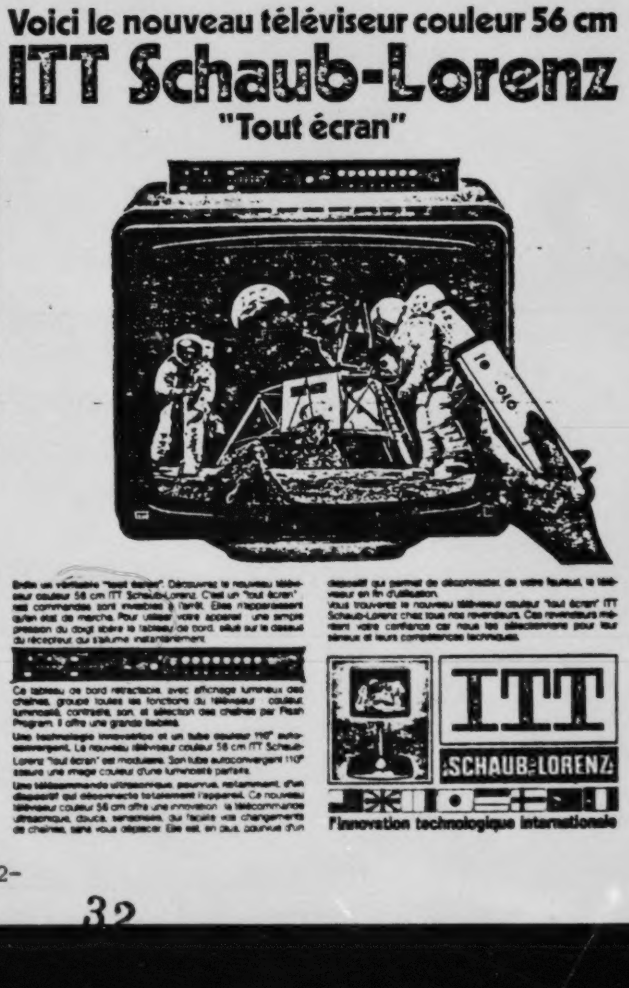


**N°1 aux U.S.A,**

les enceintes Advent séduiront ceux qui se fient plus à leur oreille qu'au-tape-à-l'œil.

ADVENT

Seul ce que l'on entend est important.



**Voici le nouveau téléviseur couleur 56 cm**

**ITT Schaub-Lorenz**

**"Tout écran"**

ITT

SCHAUB-LORENZ

l'innovation technologique internationale

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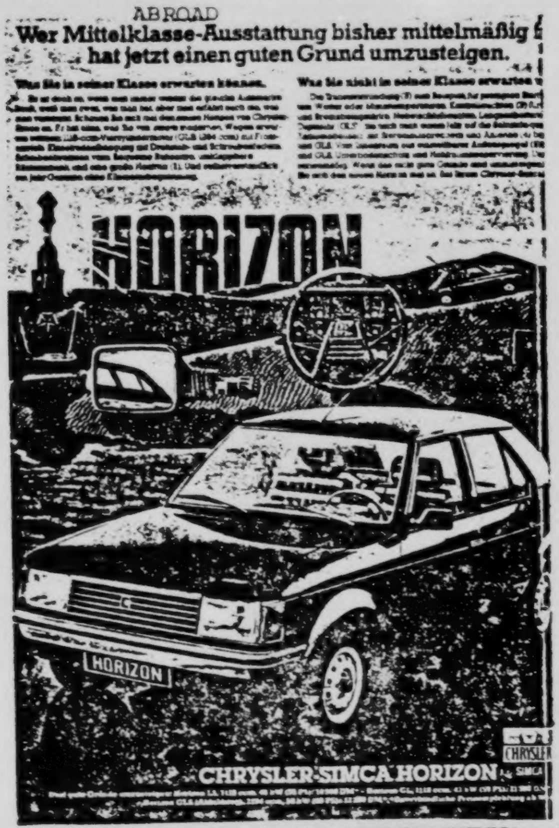
Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD

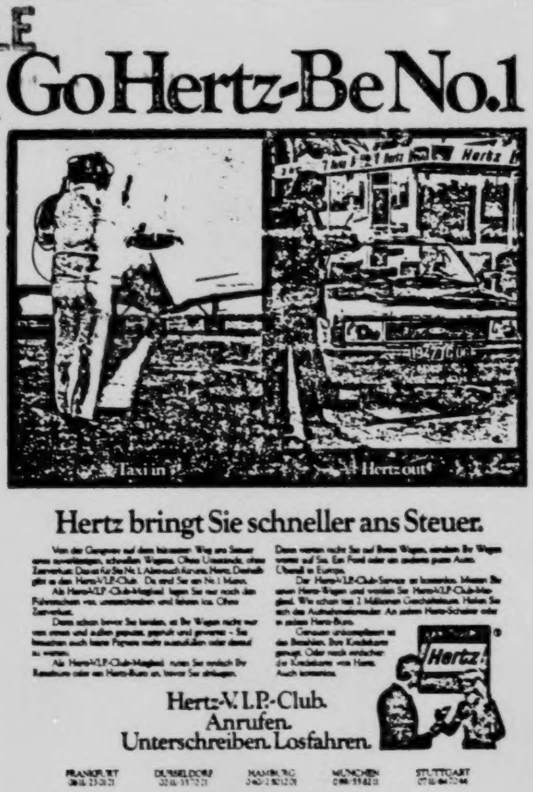


## Wer Mittelklasse-Ausstattung bisher mittelmäßig fand, hat jetzt einen guten Grund umzusteigen.

Was Sie in seiner Klasse erwarten können.

Was Sie nicht in seiner Klasse erwarten würden.

HORIZON
HORIZON
CHRYSLER
CHRYSLER-SIMCA HORIZON



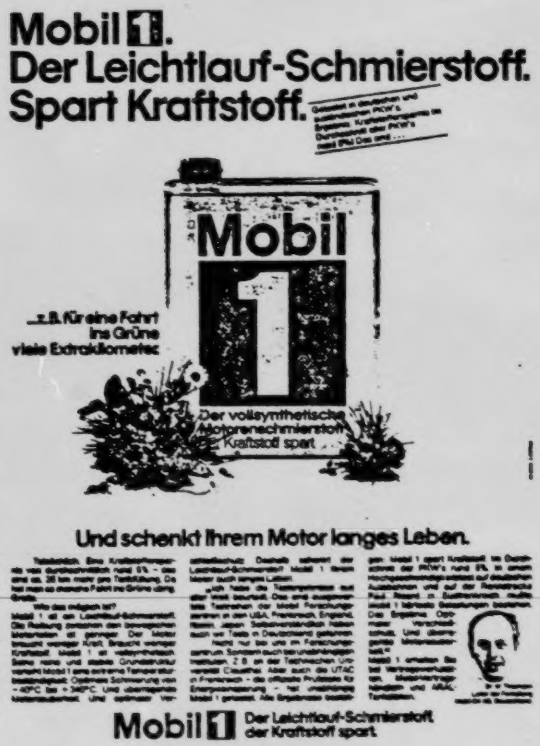
## Go Hertz-Be No.1

Taxi in
Hertz out
Hertz

### Hertz bringt Sie schneller ans Steuer.

Hertz-V.I.P.-Club.
Anrufen.
Unterschreiben. Losfahren.

FRANKFURT
DÜSSELDORF
HAMBURG
MÜNCHEN
STUTTGART



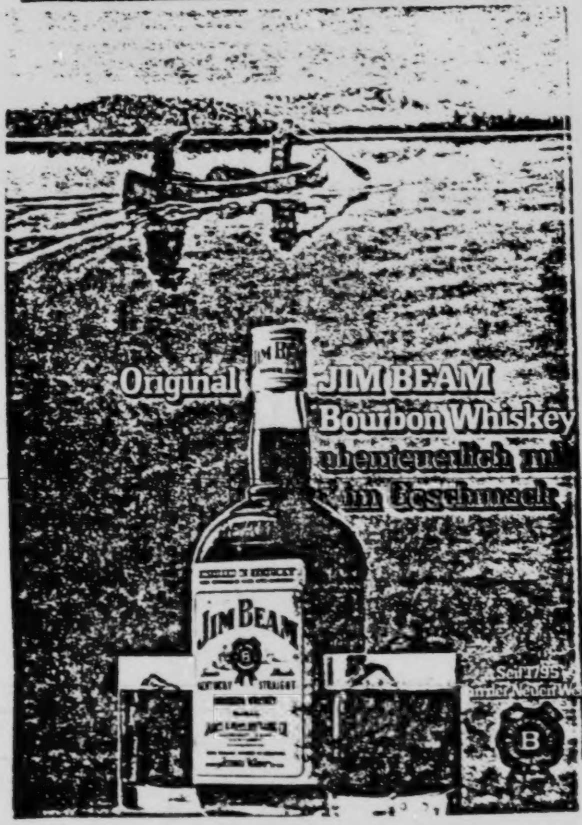
## Mobil 1.
## Der Leichtlauf-Schmierstoff.
## Spart Kraftstoff.

…z.B. für eine Fahrt ins Grüne viele Extrakilometer.

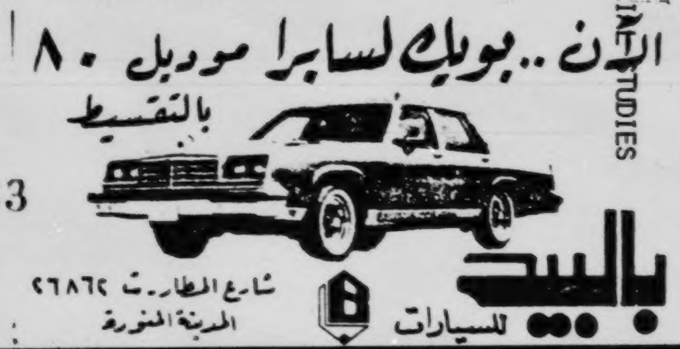
Mobil
1
Der vollsynthetische Motorenschmierstoff
Kraftstoff spart

### Und schenkt Ihrem Motor langes Leben.

Mobil 1 Der Leichtlauf-Schmierstoff der Kraftstoff spart.



Original JIM BEAM
Bourbon Whiskey
abenteuerlich mild im Geschmack
Seit 1795
JIM BEAM
B



الآن .. بويك لسابرا موديل ٨٠

بالتقسيط

باليد للسيارات

شارع المطار - ت ٢٦٨٦٢
المدينة المنورة

33

Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD

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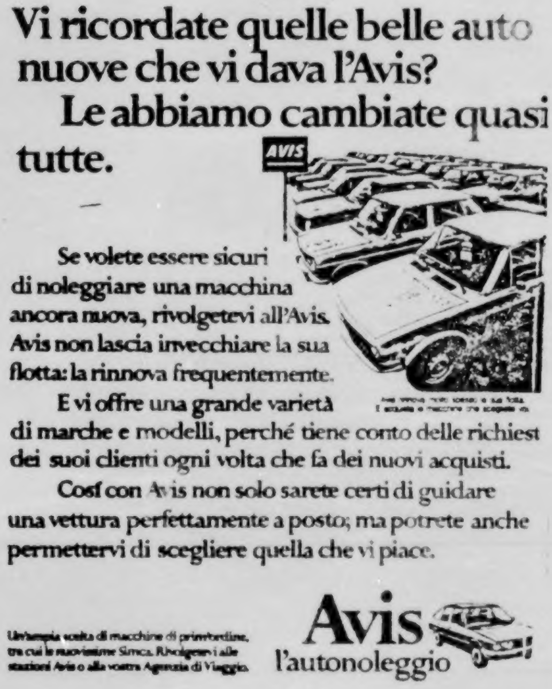


## Vi ricordate quelle belle auto nuove che vi dava l'Avis?

## Le abbiamo cambiate quasi tutte.

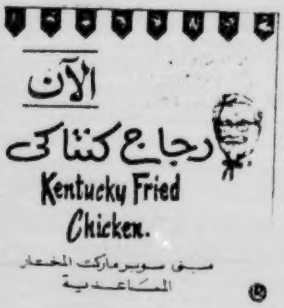
Se volete essere sicuri di noleggiare una macchina ancora nuova, rivolgetevi all'Avis. Avis non lascia invecchiare la sua flotta: la rinnova frequentemente.

E vi offre una grande varietà di marche e modelli, perché tiene conto delle richiest dei suoi clienti ogni volta che fa dei nuovi acquisti.

Così con Avis non solo sarete certi di guidare una vettura perfettamente a posto; ma potrete anche permettervi di scegliere quella che vi piace.

Un'ampia scelta di macchine di primordine, tra cui le nuovissime Simca. Rivolgetevi alle stazioni Avis o alla vostra Agenzia di Viaggio.

**Avis**
l'autonoleggio

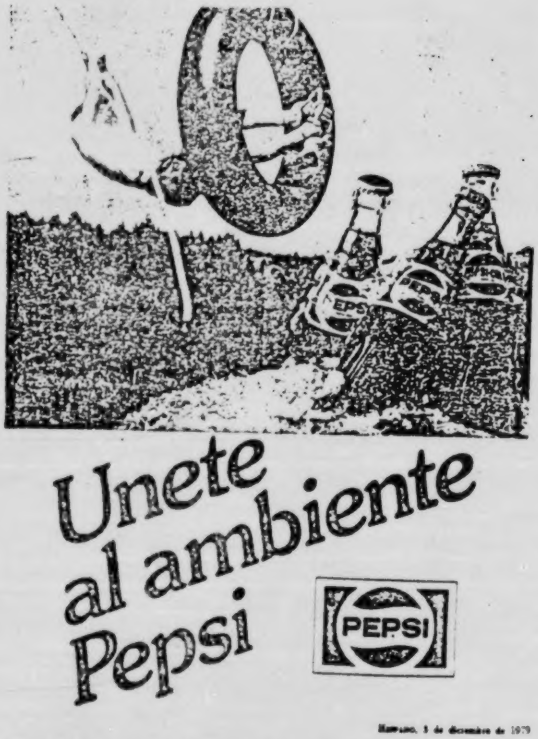


الآن

دجاج كنتاكي

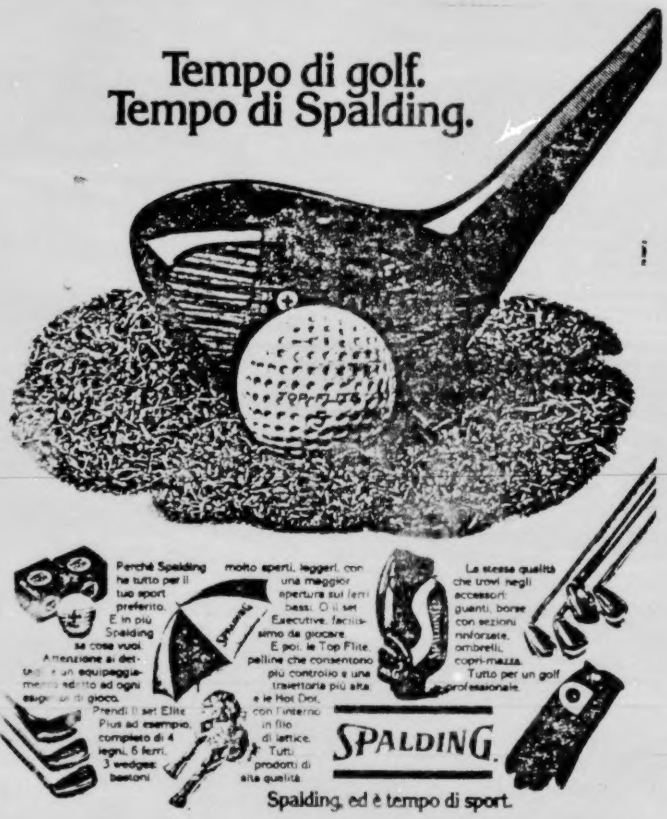
Kentucky Fried Chicken.

في سوبرماركت المختار الساعدية



Unete al ambiente Pepsi

[illegible], 3 de diciembre de 1979



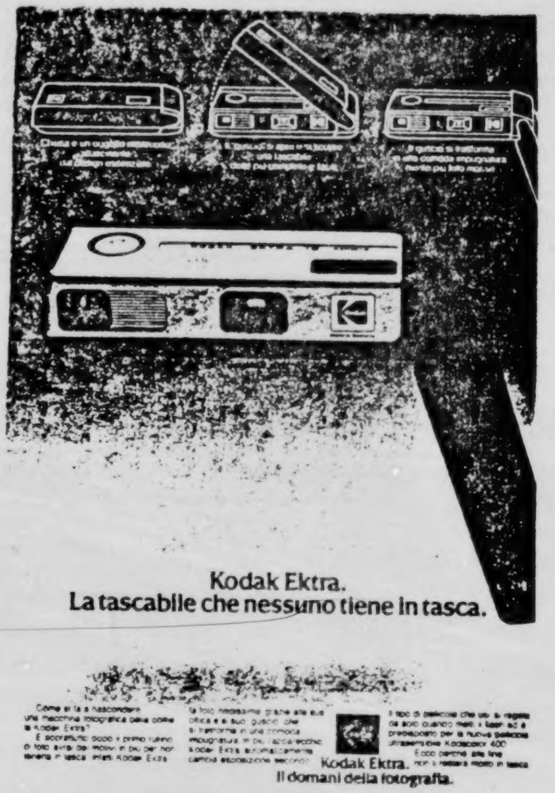
## Tempo di golf. Tempo di Spalding.

Perché Spalding ha tutto per il tuo sport preferito. E in più Spalding sa cosa vuoi. Attenzione ai dettagli e un equipaggiamento adatto ad ogni esigenza di gioco. Prendi il set Elite Plus ad esempio, completo di 4 legni, 6 ferri, 3 wedges: bastoni molto aperti, leggeri, con una maggior apertura sui ferri bassi. O il set Executive, facilissimo da giocare. E poi, le Top Flite, palline che consentono più controllo e una traiettoria più alta e le Hot Dot, con l'interno in filo di lattice. Tutti prodotti di alta qualità.

La stessa qualità che trovi negli accessori: guanti, borse con sezioni rinforzate, ombrelli, copri-mazza. Tutto per un golf professionale.

**SPALDING**

Spalding, ed è tempo di sport.



## Kodak Ektra.
## La tascabile che nessuno tiene in tasca.

Come si fa a nascondere una macchina fotografica bella come la Kodak Ektra? [illegible]

**Kodak Ektra.**
**Il domani della fotografia.**

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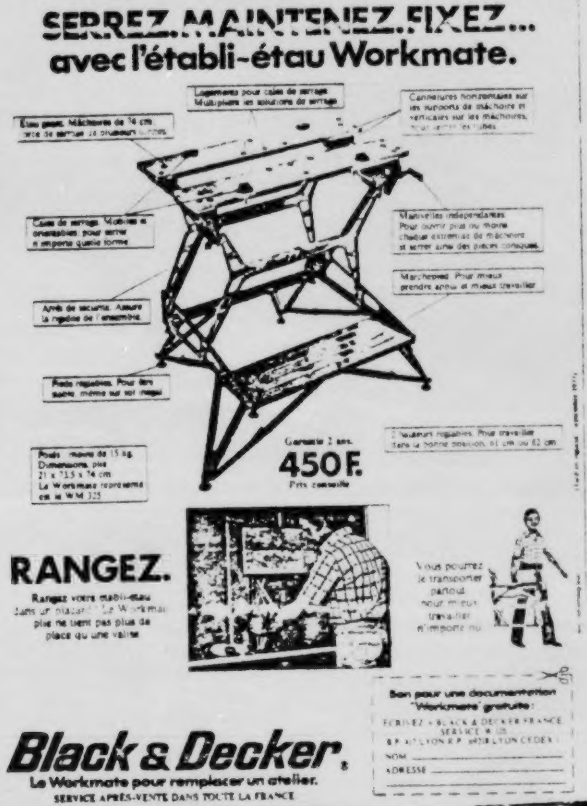
## Lesson IV. AMERICAN PRODUCTS ADVERTISED ABROAD


Logements pour cales de serrage. Multiplient les solutions de serrage.
Cannelures horizontales sur les supports de mâchoire et verticales sur les mâchoires, pour serrer les tubes.
Etau géant. Mâchoires de 74 cm.
Cales de serrage. Mobiles et orientables: pour serrer n'importe quelle forme.
Manivelles indépendantes. Pour ouvrir plus ou moins chaque extrémité de mâchoire et serrer ainsi des pièces coniques.
Marchepied. Pour mieux prendre appui et mieux travailler.
Arrêt de sécurité. Assure la rigidité de l'ensemble.
Pieds réglables. Pour être stable, même sur sol inégal.
2 hauteurs réglables. Pour travailler dans la bonne position, 61 cm ou 82 cm.
Poids : moins de 15 kg. Dimensions, plié 21 x 73,5 x 74 cm. Le Workmate représenté est le WM 325

**SERREZ. MAINTENEZ. FIXEZ...**
**avec l'établi-étau Workmate.**

Garantie 2 ans.
**450F.**
Prix conseillé

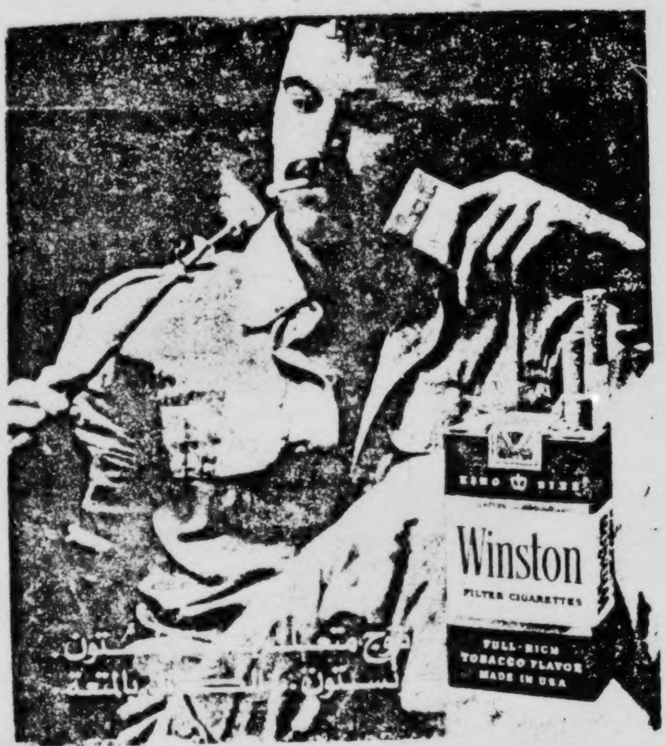
**RANGEZ.**

Rangez votre établi-étau dans un placard ! Le Workmate plié ne tient pas plus de place qu'une valise.

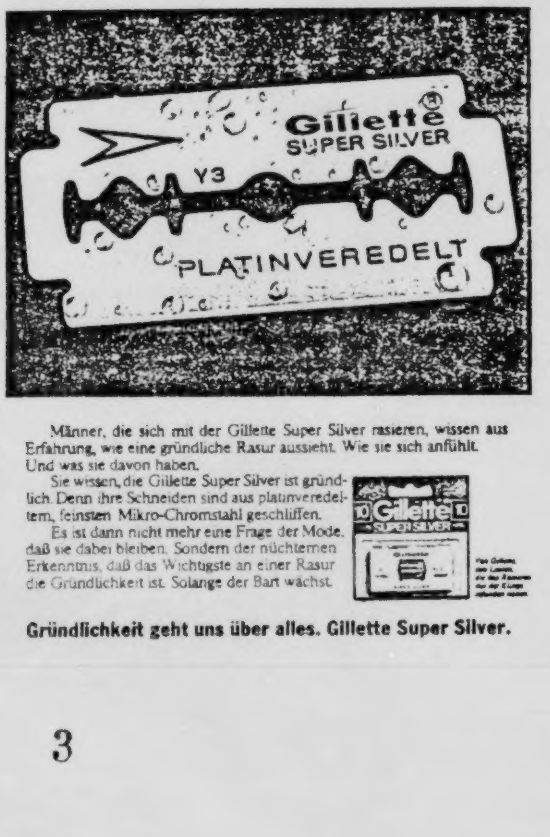
Vous pourrez le transporter partout pour mieux travailler n'importe où.

**Bon pour une documentation "Workmate" gratuite :**
ECRIVEZ A BLACK & DECKER FRANCE
SERVICE
NOM
ADRESSE

**Black & Decker.**
**Le Workmate pour remplacer un atelier.**
SERVICE APRÈS-VENTE DANS TOUTE LA FRANCE


KING SIZE
Winston
FILTER CIGARETTES
FULL-RICH TOBACCO FLAVOR MADE IN USA

**Solange der Bart wächst.**


Gillette
SUPER SILVER
Y3
PLATINVEREDELT
10 Gillette 10
SUPER SILVER

Männer, die sich mit der Gillette Super Silver rasieren, wissen aus Erfahrung, wie eine gründliche Rasur aussieht. Wie sie sich anfühlt. Und was sie davon haben.

Sie wissen, die Gillette Super Silver ist gründlich. Denn ihre Schneiden sind aus platinveredeltem, feinsten Mikro-Chromstahl geschliffen.

Es ist dann nicht mehr eine Frage der Mode, daß sie dabei bleiben. Sondern der nüchternen Erkenntnis, daß das Wichtigste an einer Rasur die Gründlichkeit ist. Solange der Bart wächst.

**Gründlichkeit geht uns über alles. Gillette Super Silver.**

**Le Nouveau Pneu Uniroyal Rallye 280.**
**7 ans de recherches pour plus de sécurité.**

**7 ans pour un coup de frein.**

**7 ans pour une épingle à cheveux.**

**7 ans pour une flaque d'eau.**

**7 ans pour avoir moins chaud.**

UNIROYAL

Pour nous
la sécurité passe avant tout.

3

OHIO COUNCIL FOR THE SOCIAL STUDIES

## V. Finding Foreign Made Products in Your Home and Community

### A. Objectives

1. Students will be able to list ways in which foreign made products can be identified including such ways as uniqueness, brand name, and "Made in __________" labels.

2. Students will develop skills in transferring raw data into circle graphs.

3. Students will be able to identify, on a map of the world, nations where various products are produced.

4. Students will recognize the fact that their community has many economic ties with the world.

### B. Materials

1. Survey sheet provided with this lesson.

2. Wall map of the world.

3. Colored map pins or transparency markers (Lesson I).

4. Hand calculators.

### C. Procedures

1. Have students take a survey of the community to find products that were made outside of the United States using the "Foreign Made Products Survey" which is provided with this lesson.

   a. The teacher may want to divide the class into groups to survey the five (5) categories of goods represented on the form "Foreign Made Products Survey." The survey may be duplicated so that each student has his/her own on which to record data.

   b. When the survey has been completed, each group of students should make a composite listing of the products found from their individual surveys.

2. Have the students locate countries from which products came by placing colored pins in that country on the world map.

   a. Colored markers may be used if a transparency of the world map is used.

   b. Different colored pins or markers may be used to represent the different product categories.

   c. Discussion Questions

      1. What countries of the world supply our needs for many imported goods?

2. What are some of the reasons Americans use many products made in other countries?

3. Do some countries (regions) of the world supply Americans with more of one category of products than do other countries (regions)?

4. Why do these countries (regions) specialize in making certain goods?

3. Have the students produce circle graphs

   a. Each group should make two graphs from their data. The graphs can be constructed by using a protractor and a hand calculator (the calculator is suggested because of its accuracy and speed. If no calculators are available, simple mathematic calculations can be used.)

   b. Quantity of Goods Available

      1. Add the total number of goods available in each category. (While accuracy would require they be in common units of measure, for purposes of developing this skill, the teacher need not consider this factor.

| Example | |
|---|---|
| Cars | 27 |
| Tractors | 8 |
| Crawler Tractors | 10 |
| Conveyor Belts | 2 |
| Fork Lifts | 7 |
| Total Goods | 54 |

      2. Percentage of each category

Formula: $\frac{\text{N (Number)}}{\text{Total N (Number)}}$ Example: $\frac{\text{27 cars}}{\text{54 Total}} = 50\%$

         a. Have each group of students label each part of their circle graphs. (See example)

         b. Have each group of students develop their own circle graph of the price of the goods using the same steps used on the previous circle graph. Label the graph "Price of Goods."

         c. Have the entire class produce, as a class activity, a graph of the totals of their surveys.

            1. Add total quantity of goods from all five (5) categories and produce a circle graph comparing quantity of goods available by category.

            2. Add total price of goods from all five (5) categories and produce a circle graph comparing the price of goods available by category. See Teacher Notes.

3. Formula for calculating the number of degrees of a circle graph needed to represent each product.

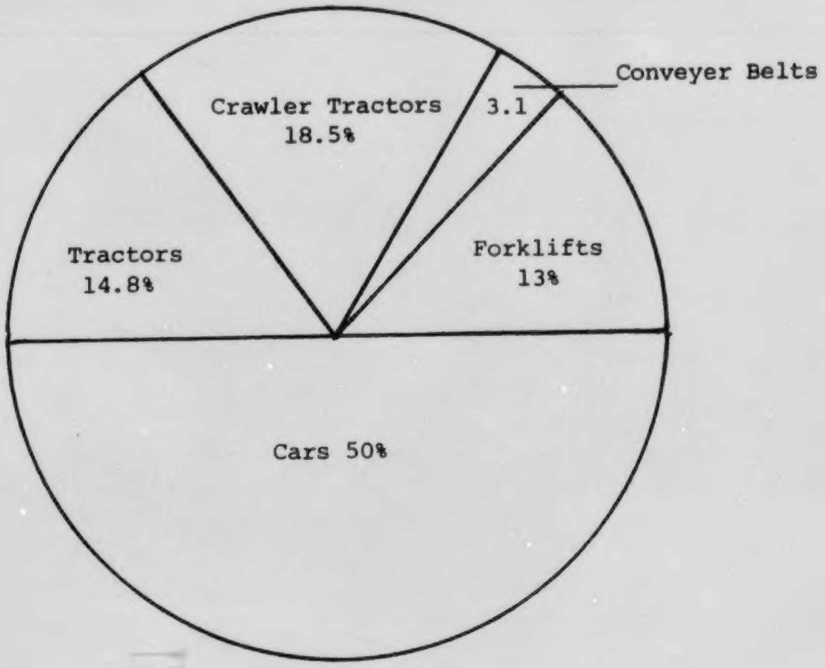
| Formula | Example |
|---|---|
| 360 x percent of the total = degrees | 360 x .50* = 180 |

4. Steps of developing a circle graph. A blank graph is included with this lesson.

   a. Have students give each graph a title in the space provided. Example: "Quantity of Automobiles, Tractors and Heavy Equipment Available in Our Town."

   b. Have each group of students develop their own circle graph entitled "Quantity of Goods Available."

   Example



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* Use as a decimal rather than as a whole number

4. Discussion Questions

   a. What are the steps one goes through in producing a circle graph?

   b. In what ways do circle graphs help interpret data?

   c. Looking at the graphs we have made in class, which category of goods is most numerous in our community? Which is the least numerous?

   d. Look at the graphs we have made. Which category of goods is most important in terms of value? Which is least important?

   e. How dependent are you and your families on the products from the rest of the world?

   f. What would your life be like without these products?

   g. List some of the reasons Americans use many products produced in other countries.

   h. What kind of relationship exists between our community and the rest of the world?

D. Teacher Notes

1. It is suggested that a transparency of the circle graph included in this lesson be used in making the graphs of the total quantity and total price of goods as found by the surveys.

2. The teacher will have to explain that while the student surveys are not inclusive of all foreign goods available in the community, the surveys are acceptable for purposes of developing the skills necessary to read and interpret circle graphs.

E. Reference

1. Alan J. Hoffman, "A Case for Using Survey Technique with Children (with some reservations)," Social Education XXXIX, 7 (November-December, 1975), 489-492.

## Foreign Made Products Survey

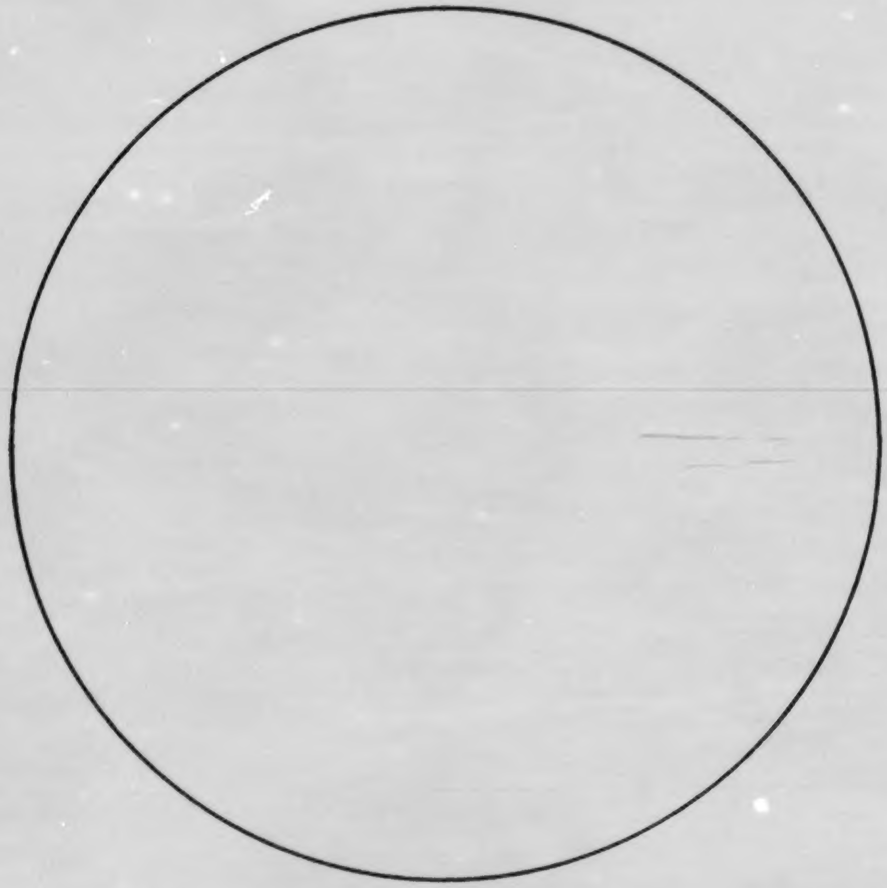
| Product | Country Where Good was Produced | Store | Quantity for Goods Available | Price |
|---|---|---|---|---|
| Food Items | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total Quantity | Total Amount |
| Tools and Equipment | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total Quantity | Total Amount |
| Luxury Items | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total Quantity | Total Amount |
| Clothing | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total Quantity | Total Amount |
| Automobiles,<br>Tractors,<br>Heavy Equipment | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | Total Quantity | Total Amount |

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson V

Circle Graph

Title ______________________________________________



## VI. Newspaper Advertisements Provide Information About Local Linkages to the World

A. Objectives

1. Students will be able to demonstrate that their community has economic linkages to the rest of the world by listing products or services from other countries found in their communities.

2. After producing a collage of advertisements for foreign goods and services, students will recognize the fact that a large and varied number of foreign goods are used in their community.

3. Students will be able to state that their community has linkages through trade provide political, economic, and cultural interaction with the peoples of the world.

B. Materials Needed

1. Daily newspapers.

C. Procedures

1. Have students bring several newspapers from home. The teacher should provide newspapers for those students who do not have access to them or who forget to bring them to class.

2. Individual collages can be constructed

    a. Have students paste ads to backing sheet.

    b. Students may want to make theme collages or collages showing ads for a variety of goods. Theme ads may focus on certain types of products (automobiles) or goods from certain countries (Japan).

    c. Collages may be displayed in the room for purposes of group discussion.

3. Group Collage

    a. Have students select advertisements which represent various categories of goods such as electrical products, clothing, automobiles, or recreational equipment. (Other categories may be used as well.)

    b. Make a collage of these advertisements and use them as a basis for class discussion.

D. Possible Discussion Questions

1. In what categories can we place these links to the world?
2. Why do we have these links to the world?
3. Which are the most important to you? To your parents? To businessmen? To farmers? To factory workers?
4. How do these linkages affect the people of Ohio in an economic sense? In a political sense? In a cultural sense?
5. Do these links affect all of us? How are we affected?
6. Are our links with the rest of the world positive or negative?

E. Suggested Additional Activities

1. Using the world map (Lesson I), the teacher and student may want to identify the countries to which linkages are shown.
    a. Colored map pins may be used to indicate different categories of goods shown in the advertisements.
2. The world map transparency and colored markers (Lesson I) may be used in place of the printed map.

## VII. Using Road Maps to Places With Foreign Names in Your State

### A. Objectives:

1. Students will recognize the fact that many places in Ohio are named for people, events and places in other countries.
2. Students will be able to establish the relationship between names of places in Ohio and the world.
3. Students will develop skills in using a highway map index.
4. Students will develop skills in locating sites using a map reference system. (See Teacher Notes)

### B. Materials:

1. Highway map of Ohio (See Teacher Notes).
2. Data chart.
3. Classroom atlases.
4. Webster's Geographical Dictionary.

### C. Procedures:

1. Students may work individually or in small groups.
2. The Data Chart has been divided into three categories: Cities in other countries, People from other countries, and Foreign languages, terms, places and historical events.
    a. Using a highway map, the students should find places in Ohio which can be placed in each of the categories. Examples are provided in each category.
    b. Using the Map Index, students should be able to locate each place using the reference system to find the location of each city, lake, river, or other geographic feature.
        1. Students may mark that location on the map.
        2. Students will be able to complete the "county" space for each location.
    c. Students, by using an Atlas or a Webster's Geographical Dictionary, may check names of places to assure that they are foreign places. They can also complete "World Location" space on the Data Chart.

D. Possible Discussion Questions:

1. Explain how the Map Index was useful to you in completing the Data Chart.

2. Explain how you used the reference system on the Ohio highway map to find various locations.

3. How were the names of cities and other places in Ohio affected by the other countries of the world? How were they affected by foreign languages, events, and people?

4. Why do you think these names were chosen for places in Ohio?

5. Which of these Ohio places do we pronounce exactly as they are pronounced in the country of their origin? Which do we pronounce differently? Why do you think changes in pronunciation occur?

6. Are there special relationships maintained between the people living in an Ohio city and the people in the city for which it was named?

7. Can you think of any examples where American names have been used in other countries?

E. Possible Variations:

1. Repeat the activity using the local community. Names of streets, parks, recreation areas, or businesses may bear foreign names.

2. Allow the students to develop their own categories for the names of Ohio places bearing foreign names.

3. The class may want to make a large map of Ohio on which are located places with foreign names.

F. Teacher Notes:

1. Reference System, as used here, refers to the 1-2-3... numbering system along the top of the road map and A-B-C... system along the side of the road map.

2. Highway maps may be obtained from such places as:

   a. American Automobile Association (for AAA members, not for sale.)
   b. Local petroleum products distributors such as Sohio, Marathon, Mobil, etc.

c. The State of Ohio Department of Transportation publishes a highway map of Ohio. Free copies of this map may be secured at any of the following local offices.

1. Motor Vehicle Registrar
2. Office of the County Engineer
3. Ohio Department of Transportation (County Courthouse Office)
4. Tourist Information Offices
5. Ohio State Highway Patrol Posts
6. Ohio Turnpike Plazzas
7. Offices at any facility operated by the Ohio State Recreation Department.

Lesson VII

## DATA CHART

Source: Highway Map of Ohio

| CATEGORY | OHIO LOCATION | | WORLD LOCATION |
|---|---|---|---|
| Cities in other countries | County | Reference System | |
| Amsterdam | Jefferson | H-19 | Holland |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| People from other countries | | | |
| Montezuma | Mercer | H-7 | Mexico |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| Foreign languages, terms, places, and historical events | | | |
| Caesar Creek Lake | Warren | M-9 | Ancient Rome |
| | | | |
| | | | |
| | | | |
| | | | |

## VIII. Compiling a Scrapbook of Information About Your Country and the World.

### A. Objectives

1. Students will be able to identify important social, political, historical, and economic characteristics of their community, state, and nation.
2. Students will be able to identify important social, political, historical, and economic characteristics of a foreign community.
3. Students will come to value the relationships they and their community have with the peoples of the world.

### B. Materials

1. Construction paper, felt-tip writers, glue, etc.
2. Magazines, newspapers, and travel brochures which can be cut-up.

### C. Procedures

1. Prior to the lesson the teacher should secure the name of a school in a foreign country in which a group of students would be willing to exchange scrapbooks about their community, area (state), and nation. (See Teacher Notes)
2. Have the students make a scrapbook about their class as a project. Include such things as:
   - a. a picture of the students in the class and the name and address of each student.
   - b. a picture of the school and other schools in the community.
   - c. a report about the school life. Include such things as what subjects pupils study, their hobbies, and their extra curricular activities.
   - d. pictures of their community and explanations about how people live in their community.
   - e. advertising brochures from local businesses.
   - f. pictures from around the State of Ohio with descriptions of what is shown.
   - g. magazine pictures which depict the way Americans live.
   - h. student reports, essays, or poems describing life in their homes, what it is like to live in Ohio, or what it is like to be an American.

D. Discussion Questions

1. How does life in our town compare to that of the students we have been studying?

2. How is their school different from our own?

3. How are their social customs different from ours?

4. What sports do they play?

5. What foods do they eat?

6. What are their houses like?

7. How would you like to change places with the students we have been studying?

8. What things do we have in common with them?

9. What things are so unique in that country that it would be very difficult to adjust to living there?

10. How important are our links with that community in particular and that country in general?

E. Teacher Notes

1. Locate in either a public or university library the reference book Ayer Directory of Publications.

   The source contains the name and address of most of the newspapers published anywhere in the world. Write to the editor of a newspaper in the area you wish to have your students study. The newspaper editor may be able to contact a school with which an exchange could be made.

2. Contact the official representatives of the country which you want to study. Most of the countries of the world maintain embassies in Washington, D.C. and/or New York City.

   a. The Information Officer at an embassy should be able to direct your request so that contact with a school can be made.

   b. Telephone directories for large cities such as New York and Washington can be found in many college and public libraries. Secure the address and telephone number of the desired embassy and write or call to make your request known.

   c. Many nations have consulates in other American cities as well. Foreign consulates in Ohio include the following:

| Country | Person | Address of the Consulate | Telephone Number |
|---|---|---|---|
| Austria | Edward F. Werner | The Illuminating Building<br>Cleveland | 621-5588 |
| Belgium | Ivan L. Miller | Union Commerce Building<br>Cleveland | 621-0550 |
| Canada | Robert G. Woolham | 55 Public Square<br>Cleveland | 771-0150 |
| Colombia | Gilberto Orozco-Henderich | 2300 St. Clair<br>Cleveland | 531-9106 |
| Denmark | Steven Madsen | Union Commerce Building<br>Cleveland | 621-0200 |
| Ecuador | Guillermo Villena-Andrade | 4500 Bridgtown Road<br>Cincinnati | 574-4800 |
| Finland | Albert J. Hjerpe | 1105 West 52nd St.<br>Ashtabula | 998-0623 |
|  | Walter Maky | 601 Rockwell<br>Cleveland | 621-1113 |
| France | Lucien Wulsin | 45 East 4th Street<br>Cincinnati | 421-1218 |
|  | Kenyon C. Bolton | Hanna Building<br>Cleveland | 781-0183 |
|  | Charles Carlut | 2599 Woodstock<br>Columbus | 457-1443 |
| West Germany | Robert O. Fricke | Terminal Tower<br>Cleveland | 861-5888 |
| Great Britain | Leslie Reid | The Illuminating Building<br>Cleveland | 621-7674 |
| Italy |  | Cleveland Plaza<br>Cleveland | 861-1585 |
| Japan | Wm. A. Mattie | Euclid Ninth Tower<br>Cleveland | 694-4387 |
| South Korea | Irvin M. Milner | Standard Building<br>Cleveland | 241-8029 |
| Norway | Henry F. Lukas, Jr. | Williamson Building<br>Cleveland | 241-6171 |

| Country | Person | Address of the Consulate | Telephone Number |
|---|---|---|---|
| Sweden | Michael L. Miller | Central National Bank Building, Cleveland | 621-4995 |
|  | Mrs. Greta Peterson | 7696 Camargo Road Cincinnati | 561-2154 |
| Switzerland | Gerard A. Paroz | 5301 Lester Road Cincinnati | 351-3008 |
|  | Max M. Miller | Hanna Building Cleveland | 241-4995 |
| Yugoslavia | Stane C. Lenardic | 1700 East 13th St. Cleveland | 621-2093 |

d. Some of these same nations and many other nations have named Honorary Consulars in Ohio. Their Honorary Consulars generally do not have offices, but they may be willing to help if they are contacted directly.

| Country | Name | City |
|---|---|---|
| Costa Rica | Wm. J. Gesling | Columbus |
| Dominican Republic | Mrs. Ives Salata deRiva | Cincinnati |
|  | Bolivar Albainy | Cleveland |
|  | Rafael Roman | Columbus |
| West Germany | Frederick N. Dittrich | Cincinnati |
| Haiti | Henry P. Kosling | Cleveland |
| Honduras | Wm. A. Notton | Cincinnati |
|  | Roberto D. Kline | Cleveland |
| India | George P. Bickford | Cleveland |
| Luxembourg | John E. Dolibois | Oxford |
| Malta | Thomas W. Harris | Cleveland |
| Mexico | Miss Aria Parke Schawe | Cincinnati |
|  | Howard S. Mac Ayeal | Cleveland |
| The Netherlands | Jack N. Groof | Cleveland |
| Nicaragua | Joes Mercedes Sandigo | Cleveland |
| Panama | Roman Javier-Lasso | Cincinnati |

| Country | Name | City |
|---|---|---|
| Panama, con't. | Mrs. Iva Saenz-Bardshaw | Cleveland |
|  | Mrs. Ireila R. de Dossenbach | Dayton |
| Switzerland | Otto K. Kuepfer, Jr. | Columbus |

3. For additional information about this project, teachers are advised to see the booklet Peoria and the World by Kay Bennett, Meredith de Good and Jan Smith.

   a. Published by the Peoria Journal, this booklet has several useful ideas on the use of the newspaper in studying your community and the world.

   b. Jan Smith's students have exchanged scrapbooks with schools in Brazil and Saudi Arabia.

   c. Peoria and the World is available from ERIC-CHESS, 855 Broadway, Colorado 80302.

4. A teacher may well be advised to limit choices for selection as an exchange school to those schools in which English is either the language of instruction or is the native tongue of that country in which the school is located.

5. A teacher undertaking to do Lesson VIII of Ohio and the World, is well advised to begin the process of securing an exchange class several months in advance of beginning Lesson VIII. Because of the delays which will be encountered, it is a part of preparation which cannot wait until the last minute.

6. A complete list of foreign consulates and honorary consuls in America can be found in the booklet Foreign Consular Offices in the United States. It is published each year by the U.S. Department of State. It is the Department of State Publication Number 7846. It costs $2.10.

F. Possible Variations

1. If students are not receiving an exchange scrapbook from students in a foreign school, they may want to do research on the country where their scrapbook is going.

   a. They want to give reports about the area studied.

   b. A bulletin board display about the area may be made.

2. Students may want to prepare and present a skit about American life in which they attempt to explain the way we live to students in the area studied. A recording of the skit could be made and included with the scrapbook when it is mailed.

## IX. Our Ethnic Ties, Then and Now

### A. Objectives

1. Students will be able to list some of the ethnic groups who have settled in Ohio.

2. Students will be able to identify some of the cultural groups which continue to recognize and celebrate their ethnic origins.

3. Students will recognize the fact that the people of Ohio, indeed all Americans, share a wide variety of ethnic heritages.

4. Students will come to value the relationship between the people of the world and America's pluralistic heritage.

### B. Materials

1. Information concerning various ethnic celebrations may be obtained from the following sources.

   a. "Calendar of Events" from (Published seasonally)
   Office of Travel and Tourism
   P.O. Box 1001
   Columbus, Ohio 43216
   Phone 614-466-8844

   b. "Calendar of Events" from (Published quarterly)
   AAA Auto Club
   (local offices, available to members only)

2. An annual event in Toledo is the International Festival. Held each May, this festival features displays, cuisine, and entertainment from various nations. Booths are sponsored by local ethnic organizations and performances are presented by groups in the area, around the United States, and from foreign countries. In 1979 a dance troup from Mexico City was featured. Information about the International Festival can be obtained by calling 419-241-9178 in Toledo or by writing to:

   The International Institute
   2040 Scottwood Avenue
   Toledo, Ohio 43620

### C. Procedures

1. Collect the necessary information from those sources listed above. (See Teacher Notes)

2. The following are possible ways to use the data.

   a. Make a bulletin board display entitled "Countries of the World in Ohio." Display pictures, articles, and other materials about ethnic groups who live in our state.

b. Report on or demonstrate to the class various crafts, customs, or styles of architecture from various parts of the world that can be found in Ohio.

c. Invite guest speakers who can explain specific ethnic customs or demonstrate crafts of identifiable ethnic groups.

d. Have students survey the community to ascertain what local sources of information about ethnic practices are available. See "Questions About Ethnic Groups in Your Community" which is included with this lesson.

e. As a class project, prepare a travel guide on how to "see the world" without leaving Ohio. This could be as simple or complicated as the class time and interest allows. If it is possible, have the class visit one of the places in their travel guides.

f. Make a large map and indicate with appropriate pictures where the national or ethnic festivals are located in your state. Students may do this in small groups or individually. A copy of a map of Ohio is included with this lesson which can be used to make a transparency suitable for projecting so that the map can be drawn.

### D. Discussion Questions

1. Based on our information, from what parts of the world have people come to settle in Ohio?

2. Some ethnic groups have clustered together. Where will you find groups of people who can be identified ethnically in this state?

3. What visible influences have those people had on the areas they settled?

4. What reasons can you give to explain why ethnic groups settled in these places? (Jobs, area resembles their homeland, acquaintances already here, climate, etc.)

5. Can you name some famous people from the groups we have identified? Indicate some of the contributions made by these individuals.

### E. Teacher Notes

1. It is suggested that a teacher should secure, prior to this lesson, as much of the necessary material as possible.

2. Personal contacts, parents, and friends can be used as speakers and to give demonstrations of specific ethnic crafts.

3. Several of the colleges and universities have a Speakers Bureau. These bureaus list the names of people who could possibly speak to your class about various places, cultural practices, or crafts.

OHIO COUNCIL FOR THE SOCIAL STUDIES

## QUESTIONS ABOUT ETHNIC GROUPS IN YOUR COMMUNITY

1. DO ANY OF THESE ETHNIC GROUPS HAVE ACTIVE ORGANIZATIONS IN YOUR COMMUNITY?

Native Americans: Indians

Afro-Americans

Asian Americans:

| | |
|---|---|
| Chinese Americans | Koreans |
| Japanese Americans | East Asians |
| Filipino Americans | Vietnamese |

Mexican Americans: Chicanos

Puerto Rican Americans

European Americans:

French
Italians
Germans
Irish
Greeks
Hungarians
Polish
Ukrainians
Russians

Cuban Americans and Native Hawaiians

2. CAN THESE INTERNATIONALLY RELATED CLUBS HELP YOU FIND OUT MORE ABOUT ETHNIC GROUPS IN YOUR COMMUNITY?

Kiwanis Club (Service)
Rotary International
Optimists International (Service)
Girl Scouts
Boy Scouts of America
United States Auto Club
Global Sportsman's (Travel)
Amateur Athletic Union
Ambassadair, Inc. (Travel)

3. DO THESE REGLIOUS GROUPS SPONSOR SPECIAL PUBLIC FESTIVALS?

Greek Orthodox Church
Jewish Synagogue
Islamic Mosque

4. IS THERE AN INTERNATIONAL FESTIVAL IN YOUR AREA

Heritage Weekends
Toledo International Festival

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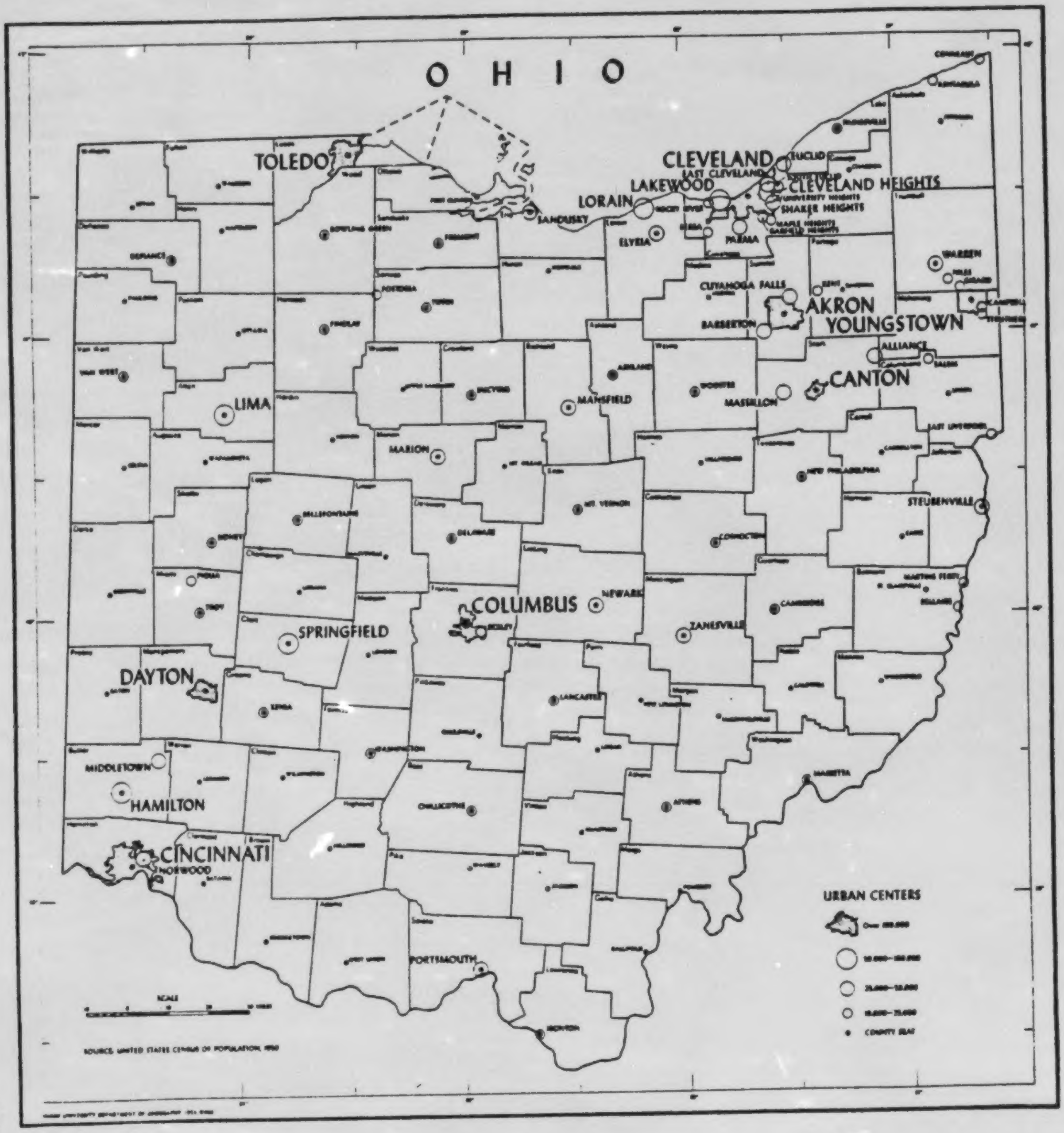
## .Lesson IX. Map of Ohio

BEST COPY AVAILABLE


OHIO
TOLEDO
CLEVELAND
EAST CLEVELAND
EUCLID
LAKEWOOD
CLEVELAND HEIGHTS
UNIVERSITY HEIGHTS
SHAKER HEIGHTS
MAPLE HEIGHTS
GARFIELD HEIGHTS
LORAIN
ROCKY RIVER
SANDUSKY
ELYRIA
PARMA
CUYAHOGA FALLS
KENT
AKRON
BARBERTON
YOUNGSTOWN
WARREN
NILES
GIRARD
CAMPBELL
STRUTHERS
ALLIANCE
SALEM
CANTON
MASSILLON
WOOSTER
ASHLAND
MANSFIELD
LIMA
MARION
BOWLING GREEN
FREMONT
FOSTORIA
TIFFIN
FINDLAY
DEFIANCE
VAN WERT
BUCYRUS
MT. VERNON
NEWARK
COLUMBUS
DELAWARE
ZANESVILLE
CAMBRIDGE
NEW PHILADELPHIA
COSHOCTON
STEUBENVILLE
EAST LIVERPOOL
MARTINS FERRY
BELLAIRE
SPRINGFIELD
DAYTON
XENIA
TROY
PIQUA
SIDNEY
BELLEFONTAINE
LANCASTER
MIDDLETOWN
HAMILTON
CINCINNATI
NORWOOD
CHILLICOTHE
PORTSMOUTH
MARIETTA
ATHENS
IRONTON
SCALE
URBAN CENTERS
COUNTY SEAT
SOURCE: UNITED STATES CENSUS OF POPULATION, 1950

AV 855

OHIO COUNCIL FOR THE SOCIAL STUDIES

## X. Identifying Local Business Firms Involved in Foreign Trade

### A. Objectives

1. Students will be able to problem solve through the use of the skills of the inquiry process: Recognition of a problem, hypothesis formation, data collection, drawing conclusions and generalizing.

2. Students will be able to hypothesize that foreign trade is economically advantageous to local firms and to the community.

3. Students will develop skills in gathering data from primary and secondary sources. (See Teacher Notes)

4. Students will be able to state that, in general, foreign trade is econmically advantageous to the local community, Ohio, and the United States as well as to the nation(s) in which American firms do business.

### B. Materials

1. International Business Data Sheet accompanying this lesson

2. Art materials for student-made displays

3. Resource Books (See Teacher Notes)

### C. Procedures

1. The teacher has several options to adapt this lesson to local conditions and to learning needs.

2. Have the students meet with officers of local firms and complete the International Business Data Sheet during those interviews.

   a. The teacher may want to contact firms prior to the lesson to arrange for student interviews.

   b. In small communities where only a limited number of firms engage in international trade, the class may be divided into committees to gather data and produce displays.

   c. The teacher may wish to consult various reference materials to find the basic data about firms so that it can be made available to students when assignments are made. Sources of such information are listed in Teacher Notes below.

3. Divide the students into small groups with each group studying a local firm.

4. Have the entire class study one Ohio based firm which is involved in international trade.

   a. The firm to be studied may be located in the community.

   b. The class could choose to study a multi-national corporation which has its base of operations in Ohio.

   c. The choice of firm to be studied may depend on student interest, what firms are located in the area, or current world happenings such as the oil shortages in 1974 and 1979.

5. Invite an officer of a company to come to the class to explain the international dealings of his firm.

6. Once the students have compiled their information several activities may take place.

   a. Have the student make a bulletin board which displays the products the firm(s) sell. Include information gained from interviews and research.

   b. Have groups of students report orally to the class on what they have found about the international business dealings of the firm(s) they have investigated.

   c. Using the world map included with Lesson I, have the students locate with map pins the countries where their firm(s) do business. Different colored map pins may be used to indicate different firms and/or various products.

   d. Have a group of students report on the transportation and the costs of transportation of goods shipped to various parts of the world. Routes may be shown on the world map (Lesson I) using different colored yarn for air, sea, and land routes.

7. Ask firms to allow you to show a film they may own which explains how the firm does business in the state of Ohio, the United States, and in other countries.

D. Discussion Questions

1. Why does any corporation decide that it is willing to sell its products to other countries?

2. How do you think a company is affected by its involvement in international trade? Has it been helped or hurt? Explain your answer.

3. What special problems must a company face because of its involvement in international business?

4. How is a community affected by the activities of a firm engaged in international commerce? List positive points. List possible drawbacks.

5. How might the people of a nation and that nation's economy be affected by the goods sold by the firm(s) we have studied?

6. Why did this international business firm locate in your community (state)? Was it a multi-national company prior to locating here?

E. Teacher Notes

1. Information about the exact characteristics of the financial dealings of firms is sometimes very difficult to assess. Some of the sources listed below will serve as a basis for the initial stages of investigation. Student research, the International Business Data Sheet, and conversations with company personnel should prove to be invaluable in expanding this data.

2. The following sources are generally available in the reference sections of university libraries and in the reference section of libraries located in Ohio's larger cities.

    a. Ohio Industrial Directory, (Cleveland: Harris Publishing Co., 1978). This large volume is published annually in cooperation with the Ohio Department of Economics and Community Development. Ohio firms, their officers, foreign and domestic sales, and other information is included.

    b. Moody's Industrial Manual

    Updated weekly, this source provides comprehensive information on industrial corporations and enterprises. Information about individual firms including their history, subsidiaries, principal operations, sales, products, major officers, number of employees, data of annual meeting, and address is included.

    c. The Wall Street Journal Index

    This index appears monthly and is cumulated annually. Two main indexes are: (1) Corporate News and (2) General News. The Wall Street Journal is generally stored on microfilm.

    d. The Ohio Department of Economic and Community Development has several pamphlets about Ohio's industries and foreign trade. Such pamphlets as "Ohio Exports," "Ohio Industry," and "Ohio is the Greatest" are available by writing directly to:

    Mrs. Dorothy Deems
    Ohio Dept. of Economic and
    Community Development
    P.O. Box 100
    Comumbus, Ohio 43216

    e. There are many other reference sources available. Librarians can be most helpful in securing needed data from those sources.

Lesson X
International Business Data Sheet

The questions which are included on this sheet have been prepared so that my students can better determine how various businesses in ___(community or Ohio)___ are linked to the rest of the world. Other local firms are being asked to help complete these forms. My students are compiling the results of these questionnaires in order to determine the importance of international trade to our community. Thank you for helping us gather this data. You are welcome to see the compiled data.

Thank you for helping us with this project. If you have any questions, please call me at ____________________ or come to the school.
(telephone number)

Thank you,

____________________
(Teacher)

1. Name of Firm ____________________________________________

2. Where does your firm sell its products abroad? (Please list the countries where you sell your goods.)

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

3. Do you have international offices? (Please list foreign cities where your offices are located.)

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

4. Do you have American employees in these foreign offices? Yes ______ No ______
If so, in which nations are they employed? ______________ ______________
______________ ______________ ______________

5. How many foreign nationals work for your firm in foreign offices or factories?
____________________________________________

6. Can you estimate the total value of your foreign sales last year? ______________
____________________________________________

7. What percentage of your total sales does this figure represent? ______________
____________________________________________

8. What other information can you tell us about your company's links to international trade? ____________________________________________
____________________________________________
____________________________________________
____________________________________________

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## XI. Collecting Information About International Links of Local Civic and Service Organizations

### A. Objectives

1. Students will recognize the fact that many local civic and service organizations have linkages to the world through memberships, visitor exchanges, and services to foreign communities.

2. Students will be able to organize materials gained from questionnaires into composites and generalize as to implications drawn from the collected data.

3. Students will develop skills which will allow them to interpret data so as to represent it in forms such as graphs, charts, or maps.

### B. Materials

1. A list of local civic and service organizations and their presidents should be available to students. Current lists are generally available from the Chamber of Commerce in the community. (See Teacher Notes)

2. "Civic and Service Organization Questionnaire". (See Teacher Notes)

3. "Civic and Service Organizations and World Involvement Chart". (See Teacher Notes)

### C. Procedure

1. Have the students, individually, in pairs, or small groups contact the leaders of various organizations and arrange to meet with a representative of the group to complete the questionnaire.

    a. Students should be prepared to give an oral explanation of the objectives of the lesson and general background to what they are doing so that they can explain what they are trying to do to their contacts.

    b. The questionnaires could be done by telephone or by mail. Personal contact would be preferable as students will develop interviewing skills, more complete information can be recorded, and a larger number of responses will be obtained.

2. Once the interviews are completed, interviewers may report their findings to the entire class.

    a. Use a transparency of the "Civic and Service Organizations and World Involvement Chart."

    b. A large wall poster of the "Civic and Service Organizations and World Involvement Chart" may be drawn and data recorded on it.

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3. Using the World Map (Lesson I), students may want to place map pins in the countries where various organizations have contacts. Different colored pins may be used to key the different organizations and their various types of contacts.

4. A guest speaker from one of the service organizations may be invited to tell the entire class about special projects the organization has in nations of the world.

D. Discussion Questions

1. To what part of the world are local civic and service organizations linked?

2. Looking at our chart, can you explain to the class which of the categories has the largest number of linkages? To what part of the world does our community have the most contacts by civic and service organizations?

3. What types of projects are most commonly represented on the chart? Can you explain why?

4. What reasons do these organizations have for being involved with the world? Let's make a list of possible reasons.

5. What do you think is the impact of these organizations on the world? Explain why you answered as you did.

E. Teacher Notes

1. It is recommended that lists of leaders of the community's Civic and Service Organizations be secured by the teacher in advance of using this lesson.

2. It is suggested that a cover letter be included with the questionnaire. A teacher using Lesson XI may want to revise the sample included with this lesson to meet his/her needs.

3. The "Civic and Service Organizations and World Involvement Chart" can be revised to meet situations in the local community.

Lesson XI

Civic and Service Organizations Questionnaire

This questionnaire is part of a social studies activity to determine how civic and service organizations in our community are linked to the world. The class will compile the results to show ways local organizations are linked to the world and with which countries they are involved. You are welcome to see our compiled data. Thank you for helping us find out how organizations in our community are linked to the world. If you have any questions please call me at ____________ or come to the school.

Thank You

______________________________

(Teacher)

---

Name of Organization ______________________________

|  | Yes | No |
|---|---|---|
| Is your membership international? | ________ | ________ |
| Do you have an international headquarters? | ________ | ________ |

If so, where is it located? ______________________________

In what country did your organization originate? ______________________________

What kinds of international projects does your organization participate? Please list them and describe them briefly.

______________________________

______________________________

______________________________

Have any of your members in the last year visited members in other countries?

| Yes | No |
|---|---|
| ________ | ________ |

If so, to what countries did they go? ____________ ____________

____________ ____________

| | Yes | No |
|---|---|---|
| Have members from other countries visited your local organization? | _____ | _____ |

If so, from what countries did they come: ____________ ____________

____________ ____________

If any of your members have traveled outside our country and would be willing to talk to our class about their experiences, please list their names, the countries they visited, and how they can be contacted.

______________________________

______________________________

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## Lesson XI

### Civic and Service Organizations and World Involvement Chart

| Organizations | International Headquarters | Country of Origin | Countries Your Members Visited | Countries Sending Members to Visit | World Projects |
|---|---|---|---|---|---|
| Kiwanas | | | | | |
| Rotary | | | | | |
| YMCA-YWCA | | | | | |
| Altrusia | | | | | |
| ____________ | | | | | |
| ____________ | | | | | |
| Totals | ____________ | ____________ | ____________ | ____________ | ____________ |

# XII. Coffee Drinkers, Coffee Producers, and Coffee Prices in an Interdependent World

## A. Objectives

1. Students will develop skills in using data sources to solve problems by utilizing the stages of the problem solving process.

2. Students will be able to generalize as to the effects on groups of people when alternative economic decisions are made.

3. Students will recognize the fact that there are trade-offs when economic decisions are made.

4. Students will be able to state that positive economic decisions made in terms of Americans may not be positive economic decisions for other peoples in other nations of the world.

## B. Materials

1. Reprint of the article "Coffee Dilemma".

2. Butcher paper and felt writers.

## C. Procedures

1. Have the students read the article included with this lesson entitled "Coffee Dilemma".

2. The teacher should, through questioning the students in a class discussion, have the students state the problem to be solved. (See Discussion Questions, 1-5). The problem should be stated in terms of student inputs, but it might be similar to:

   > How can Americans continue to drink more and more coffee without making it impossible for Brazil to produce enough food to feed its people?

3. Divide the class into small groups. Provide each group with a piece of butcher paper and a felt writer on which it is to write a hypothesis for solving the problem.

   a. Hypotheses will vary. The teacher should be prepared to ask additional questions of each group in order for them to come up with a solution (hypothesis) to the problem.

   b. The teacher should remind each group that they should be aware of various points made in the article.

      1. The demand for coffee is growing.

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2. More coffee could be consumed than can be produced at present.

3. When Brazilian farmers take more land to grow coffee, they can grow less food to feed Brazil's rapidly expanding population.

4. Brazil does not earn enough money from selling coffee to buy an adequate quantity of food to feed its population.

5. The Brazilian government uses money gained from selling coffee to buy petroleum and other needed resources.

6. The United States makes the greatest demand on the limited supply of coffee which is available on the world market.

c. Have each group write a series of short statements which explains why its hypothesis is a logical one.

d. Have each group tape its sheet of butcher paper to the wall so that everyone can read what their classmates have done.

4. When the students have had a chance to read the results of the group work, have them discuss the various solutions and have the class develop a solution to the problem through coming to a class consensus.

5. Further class discussion might focus on how the following would be affected by their solution to the problem.

   a. American coffee drinkers.

   b. Coffee drinkers around the world.

   c. Brazilian coffee farmers.

   d. Brazilian coffee workers.

   e. The Brazilian government.

D. Discussion Questions

1. Why is there a coffee dilemma?

2. Why is America so deeply involved in this problem?

3. What problems does Brazil have when it produces enough coffee to meet world demand?

4. Can we state the problem as one question?

5. What is the basic problem of the "Coffee Dilemma"?

6. What happens to coffee prices when there is too much coffee on the market?

7. What happens to coffee prices when there is not enough coffee on the market?

8. What can the American government do to help Brazil produce more coffee?

9. What can Americans do to help Brazil feed its people?

10. What problems have caused Angola and Uganda to decrease their coffee production? Who would like to find more information about these countries to help answer this question?

E. Suggested Additional Ideas

1. The teacher may want to extend this lesson and approach another world trade problem using the objectives for this lesson. Suggested topics include:

    a. The problems of petroleum production which resulted in oil shortages in 1974 and in 1979.

    b. The problems of the country of Liberia which exports large amounts of rubber and iron ore.

    c. The problems Cuba has encountered because of its ideological separation from the U.S. which has been its traditional market for sugar.

2. Audio-Visual materials about Brazil may help students achieve the objectives of this lesson.

    a. "Brazil" (Encyclopedia Britannica Educational Corporation)

    This is a series of six sound filmstrips which deals with the agricultural, economic, political, and social problems of Brazil. ($86.95)

    b. "Brazil: People of the Highlands" (Encyclopedia Britannica Films, 1957)

    This film is not new, but it does deal with four families of Brazil which represent various problems in this lesson. The four families include that of a coffee plantation owner, the family of a plantation worker, the family of a small cotton farm, and the family of an urban worker. It is available as a rental film from Kent State University.

3. It is suggested that the teacher using this lesson may be able to locate other audio visual material through county education offices and nearby film libraries.

Lesson XII

## Coffee Dilemma

The rise in coffee prices from $.85 to $2.25 for a pound of green (unroasted) beans is just one more signal of a serious food problem facing the world, according to commodity specialists.

Coffee exports have been exceeding production by at least 5% a year for more than the last 10 years. In 1974, the last full year before a serious Brazilian frost destroyed thousands of acres of coffee trees, world green coffee bean output was about 55 million bags weighing 132.2 pounds each. Official import totals for coffee reaching the world's coffee consuming nations were 56 million bags, plus 5 to 7 million bags of "tourist" (smuggled) coffee. The difference came from stockpiled beans that had accumulated in private and state-owned warehouses over the years.

The use of coffee is increasing in many parts of the world. Japan in 1972 did not import enough coffee to even bother to keep statistics. In 1976 Japan imported 3 million bags of coffee or 6% of the world exports. The demand for coffee has increased in many nations where it was once considered a luxury item. Between 1963 and 1974 Europe raised its coffee imports from 20 million to 30 million bags a year. This occurred despite the fact that, with heavy taxes, ground coffee beans sold for $5.00 a pound during that time. The Soviet Union has become a major importer of coffee. The consumption of coffee also rose in coffee producing nations.

With increasing demand for coffee and the Brazilian frost, along with political problems in Angola and Uganda causing decreases in their production, exports of coffee have fallen. It is estimated Brazil will export a third of its normal 20 million bags this season. This will cause prices to stay high. If coffee prices stay high, farmers will switch from growing soybeans and corn to growing coffee. If Brazilian farmers do switch, this will tend to drive up grain and soybean prices and thus make beef, pork, and poultry more expensive for consumers. When Brazilian farmers switch to a cash crop such as coffee, less land is available to grow other types of food. For example, in the last year there has been a shortage of black beans, the staple of the Brazilian diet. The cash crop money tends to go for the purchase of oil for industrial development. Oil prices are rising steadily causing inflation in that country just as we have in the United States.

Coffee is a major commodity in world trade. It is second (a distant second) to oil in international commodity dealings. In 1976 Americans spent $8.00 per person on coffee. An average of twelve pounds of coffee were consumed by every man, woman, and child in this country. By comparison, the consumption of coffee per person in the rest of the world was 1.65 pounds per person. More than half of the world's coffee beans were brewed in the U.S.

If world wide consumption rose to 3 pounds per person, one quarter of the U.S. consumption level, the producing nations could not supply the markets and feed themselves. Land growing coffee cannot be used for growing food. "The incredible rises in coffee and cocoa prices are merely another way of telling us that the four billion souls on this planet must compete for a steadily shrinking supply of farm produce. Hardly any productive cropland is idle anywhere and increases in one crop must be at the expense of another. The elasticity of supply is gone."[1]

---

[1] The New York Times, Sunday, January 16, 1977

## XIII. Learning from Exchange Students

### A. Objectives

1. Students will gain factual information about life in foreign nations.

2. Students will be able to list some of the problems foreign students have in adjusting to living in this country.

3. Students will come to value the concepts of student exchange programs as positive steps in international cooperation.

### B. Materials

1. Map of the guest's home country.

    a. A map of the continent on which the country is located may be sufficient.

    b. Students may wish to prepare a large map of the guest's home country prior to the visit.

2. "Reaction Sheet: Visiting Foreign Students" which is included with this lesson. (See Teacher Notes)

### C. Procedures

1. Contact school systems, colleges, churches, and local organizations which sponsor student exchange programs to identify foreign students who would be willing to visit your classroom.

2. The teacher should prepare students for a class discussion with the foreign speaker.

    a. Identify the home country of the visitor on a map of the world.

    b. Ask individual students to find certain information about the guest's home country and share that information with the class.

    c. A teacher might ask students to put themselves in the guest's place and ask them to explain how they would approach the task of telling about life in the United States if they were students in a foreign country.

    d. Have students write two or three questions which they would like to ask the guest speaker.

3. Have a small group of students meet the foreign visitor upon the student's arrival and serve as hosts during the visitor's stay.

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   a. Students should be allowed the opportunity to interact with the visitor in formal and informal situations.

   b. Allow time for students to ask the questions they have prepared in advance in addition to the ones generated during the guest speaker's remarks.

4. After the visit, have students complete their "Reaction Sheet: Visiting Foreign Students" and share their ideas with other students during class discussion.

D. Discussion Questions

1. What new things did you learn about the guest's home country?
2. What things did you find to be the most different about that country?
3. What problems would you have if you went to live there? How would you go about solving them?
4. How are people in our guest's country like us? How are they different?
5. What social, economic, and political links does America have to our guest's country?
6. What things do you think our guest likes about our country?
7. To which things do you think it has been most difficult for our guest to adjust?

E. Teacher Notes

1. The "Reaction Sheet: Visiting Foreign Students" which accompanies this lesson can be changed to meet class needs.

   a. If more than one visitor will be speaking to your students, copies may be distributed for each occasion.

2. There are opportunities for American students to become foreign exchange students. If your school does not have such a program available, you may want to instigate its inclusion in the school's co-curricular program. Write to any of the following for additional information.

American Field Service
313 East 43rd Street
New York, NY

Youth for Understanding
2015 Washtenau Avenue
Ann Arbor, MI 48104

Council on International Educational Exchange
777 United Nations Plaza
New York, NY 10017

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F. Suggested Additional Ideas

1. Have your students help organize an International Day for your school.

    a. The Student Council, the administration, and other social studies teachers and their students could and should become involved.

    b. Invite foreign students in the area to come to your school for the day.

        1. Have the foreign guests visit various classes. Schedule them to be guest speakers in classes where the teacher and students have prepared for their being present.

        2. End the day with a student gathering where there is a chance for students and their guests to visit on an informal basis.

        3. Other ideas for ending the day might include a banquet or dinner in the homes of students who would like to serve as hosts. An evening party or dance could follow.

2. It is suggested that arrangements should be made to transport foreign speakers to the school.

    a. Parents can often be enlisted to drive to a nearby town to pick up guests and to return them when the day's activities are finished.

    b. If the guests makes their own arrangements, they should be reimbursed for the cost of their tickets or in terms of mileage at rates established by the school system.

Lesson XIII
Reaction Sheet

## VISITING FOREIGN STUDENTS

Directions: Complete the sentences with your reactions to what our visitor had to tell us about life in ______________.
(country)

1. I enjoyed most learning about ________________________________________
________________________________________________________________
________________________________________________________________

2. I was surprised to hear that ________________________________________
________________________________________________________________
________________________________________________________________

3. Life in the U.S. compared to another country is ________________________
________________________________________________________________
________________________________________________________________

4. The thing I would find most difficult being an exchange student in another country is ____________________________________________________
________________________________________________________________
________________________________________________________________

5. The thing I would enjoy most about being an exchange student in another country is ____________________________________________________
________________________________________________________________
________________________________________________________________

I would like to go to _________________________ as an exchange student.

6. Our school compared to the school of our visitor is ____________________
________________________________________________________________
________________________________________________________________

7. As I see it, the most important aspect of student exchange program is __
________________________________________________________________
________________________________________________________________
________________________________________________________________

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## XIV. Learning About Foreign Students in Our Colleges and Universities

### A. Objectives

1. Students will be able to identify nations and regions of the world from which foreign students come to attend colleges and universities in Ohio.

2. Students will develop skills in reading graphs and charts.

3. Students will be able to identify trends and changes in foreign student enrollments during a given period of years.

### B. Materials

1. Data Packet of Foreign Student Notes (See Teacher Enrollments).

2. Foreign Student Enrollments Study Guide.

3. Transparancies of the graphs and tables from the Data Packet.

### C. Procedures

1. Explain to the class that they will be receiving a data packet, containing graphs and charts which contain data with regard to foreign student enrollment in the whole United States and in the State of Ohio.

   a. Using Table 1 and Table 2 from the Data Packet explain how data provided in the tables should be read.

   b. Questions for students based on Table 1

      1. Which of the Ohio public universities had the most foreign students enrolled in 1978-1979?

      2. Why do so many foreign students attend that university?

      3. How many Canadians were enrolled in 1978-1979?

      4. Why were there so many Canadians attending Ohio schools in that year?

      5. Why do you think that there were large numbers of students from such countries as Iran, Venezuela, Nigeria and Saudi Arabia enrolled in 1978-1979?

   c. Questions for students based on Table 2

      1. What was the most popular field for non-resident aliens (foreign students) in 1976? What was the second most popular area of study for aliens?

2. Why do you think so many foreigners are interested in studying the sciences in American universities?

3. How many of the foreign students in 1976 were men? women? Can you explain why there are more of one sex than the other studying here?

2. Give the students the packet of materials and go through the materials with them showing them what each data sheet contains. This will present an opportunity to explain the following:

   a. Each graph or table should have a title which states what is being shown.

   b. Each graph or table should have a source listed indicating from where the data was gathered.

   c. Each graph or table should be dated so that the reader knows when the data was gathered.

3. Give each student a copy of the Foreign Student Enrollment Studyguide.

   a. The teacher may want to work through the studyguide with the entire class using transparancies of the graphs and tables from the packet.

   b. It is suggested that the students answer the questions on the studyguide either individually or in teams. A class discussion of the results may follow.

   c. Have the students share and explain the graphs they have constructed to each other and with the entire class.

D. Teacher Notes

1. If more than one section is taught, duplicate enough copies of the Data Packet for the largest class. Store the Data Packet for use when the course is taught again.

2. Students can use the Data Packet to make additional graphs. The teacher may want to have students make additional bar graphs, circle graphs, or pictographs.

3. Material in the Data Packet can be updated by consulting more recent editions of sources cited.

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Lesson XIV
Foreign Student Enrollment Studyguide

A. Answer questions 1 - 7 by gathering data from Bar Graph I in the Data Packet

1. What does the graph report as data? ______________________________

______________________________________________________________

2. What does the key tell you about each bar on the graph? ___________

______________________________________________________________

______________________________________________________________

3. What does the length of each bar represent? ___________________

______________________________________________________________

______________________________________________________________

4. Which state has had a higher percentage of the foreign students in each year known over the previous year shown?

______________________________________________________________

______________________________________________________________

5. Which state had the largest percentage of foreign students in 1966/67?

______________________________________________________________

6. Ohio was ranked eleventh in numbers of foreign students in its colleges in 1977/78.
What was its rank in 1966/67? ____________________________
What was its rank in 1976/77? ____________________________

7. Which states had a smaller percentage of the foreign student population in 1977/78 than they did in 1966/67?

______________ ______________

______________ ______________

______________ ______________

B. Answer question 8 - 12 by gathering data from Table 3 and Circle Graphs 1 - 4 in the Data Packet

8. From which continent have the largest number of students come in the years 1955/56 through 1977/78? ____________________

9. In which academic year was this area represented by the largest number of students? ______________ How many students were there from this area? ______________

10. Which area has consistently provided the second largest number of foreign students? ______________________________

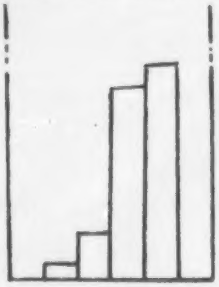
11. Which area of the world has been represented by a smaller percentage of the foreign population in each year since 1955/1956?__________

12. Which area of the world has been represented by a larger percentage of the foreign student population in each year since 1955/56?

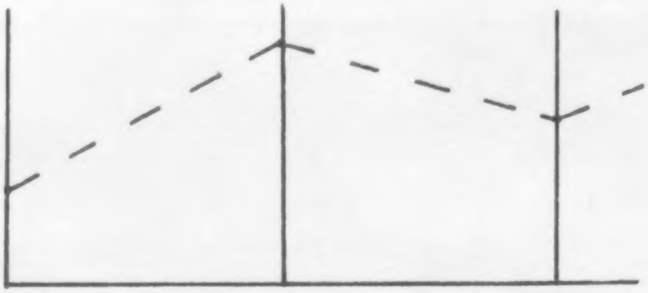
_______________________________________________

C. In questions 8 - 12 you had to read not only Table 1 but Circle Graphs 1 - 4 as well in order to find your answers.
A bar graph, like the one you used in answering questions 1 - 7, can be made to show this data. Using the Student Bar Graph which has been prepared for you on the next page, make a new bar graph using the data from Table 1 and Circle Graphs 1 - 4. Follow the steps given here.

1. Give your graph a title.
2. Label your vertical axis: "Number of Foreign Students to Nearest Thousand."
3. Label your horizontal axis: "Areas of the World."
4. Color code your key.
5. Round off foreign student numbers to the nearest 1000.
6. The Africa data should be represented as in the example given below.



D. Now that you have made a bar graph of the number of foreign students attending American colleges in certain years you are ready to make another kind of graph - a Broken Line Graph. A Broken Line Graph is ready for you to complete by showing the percentage of students from various areas of the world. Be sure that you color code your lines and complete your key.



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E. Answer the following questions with data used in Parts A, B, C, & D.

1. What are the advantages of reading your own bar graphs over the data presented in Table 3 and Circle Graphs 1 - 4.

______________________________________________

______________________________________________

______________________________________________

2. Are there disadvantages? What are they?

______________________________________________

______________________________________________

______________________________________________

3. What are the advantages of reading your own line graph over reading Table 3 and Circle Graphs 1 - 4?

______________________________________________

______________________________________________

______________________________________________

4. Are there disadvantages? What are they?

______________________________________________

______________________________________________

______________________________________________

F. Answer questions by using Table 4 as your source of data.

1. How many foreign students attended American Colleges and Universities in 1954? ______________ In 1964? ______________ In 1974 ?________

2. How many colleges (institutions) reported having foreign students in 1954? ______________ in 1974 ?______________

3. Which has grown more rapidly in the years between 1954 and 1978 in terms of percentages of growth, the number of foreign students or the number of institutions reporting their enrollment? Explain your answer.

______________________________________________

______________________________________________

______________________________________________

______________________________________________

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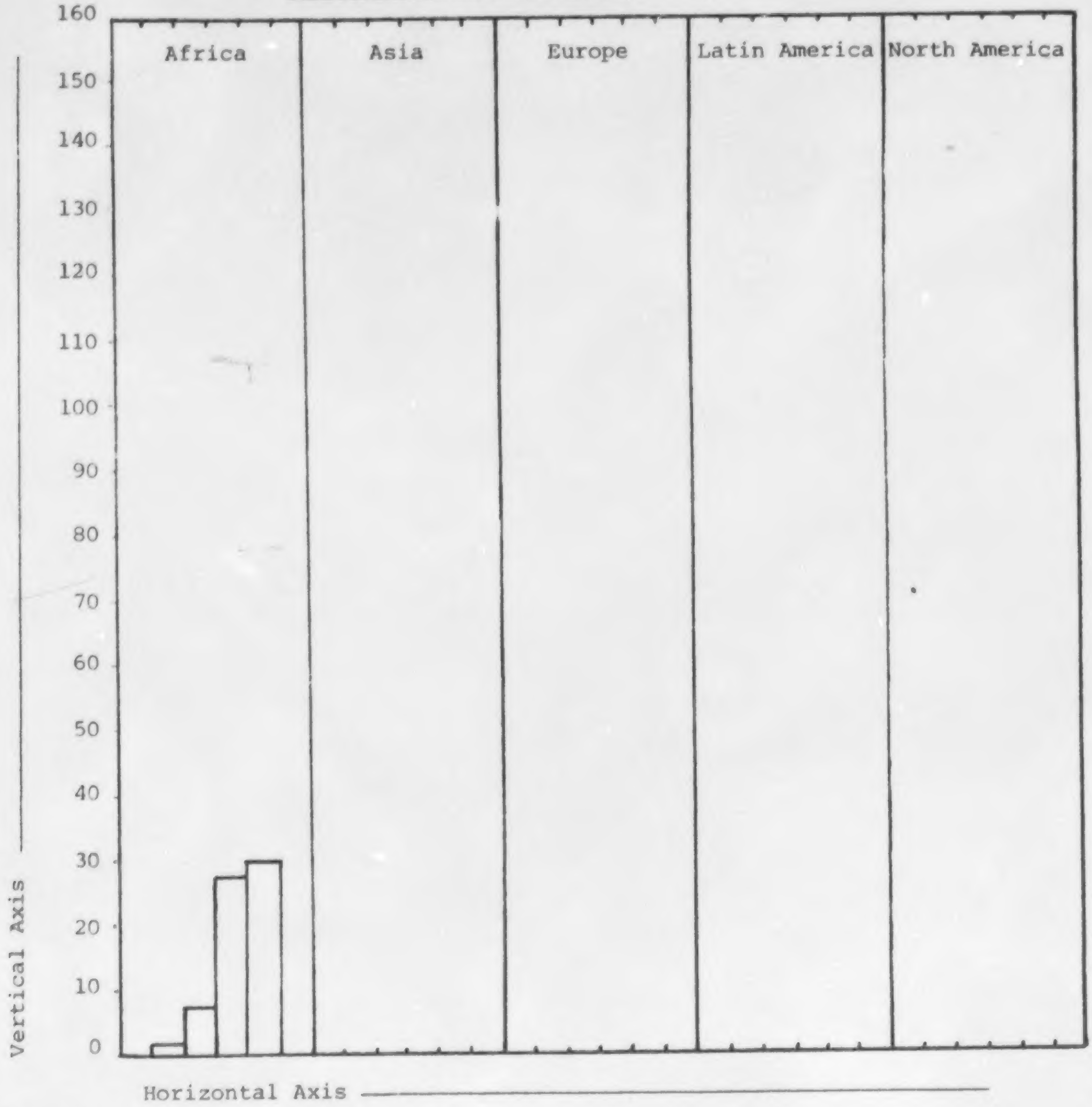
Lesson XIV
FOREIGN STUDENT ENROLIMENT STUDYGUIDE

Name ______________________

Title: Foreign Students Studying in
the USA in Selected Years



**KEY**

☐ 1955-1956

☐ 1956-1966

☐ 1976-1977

☐ 1977-1978

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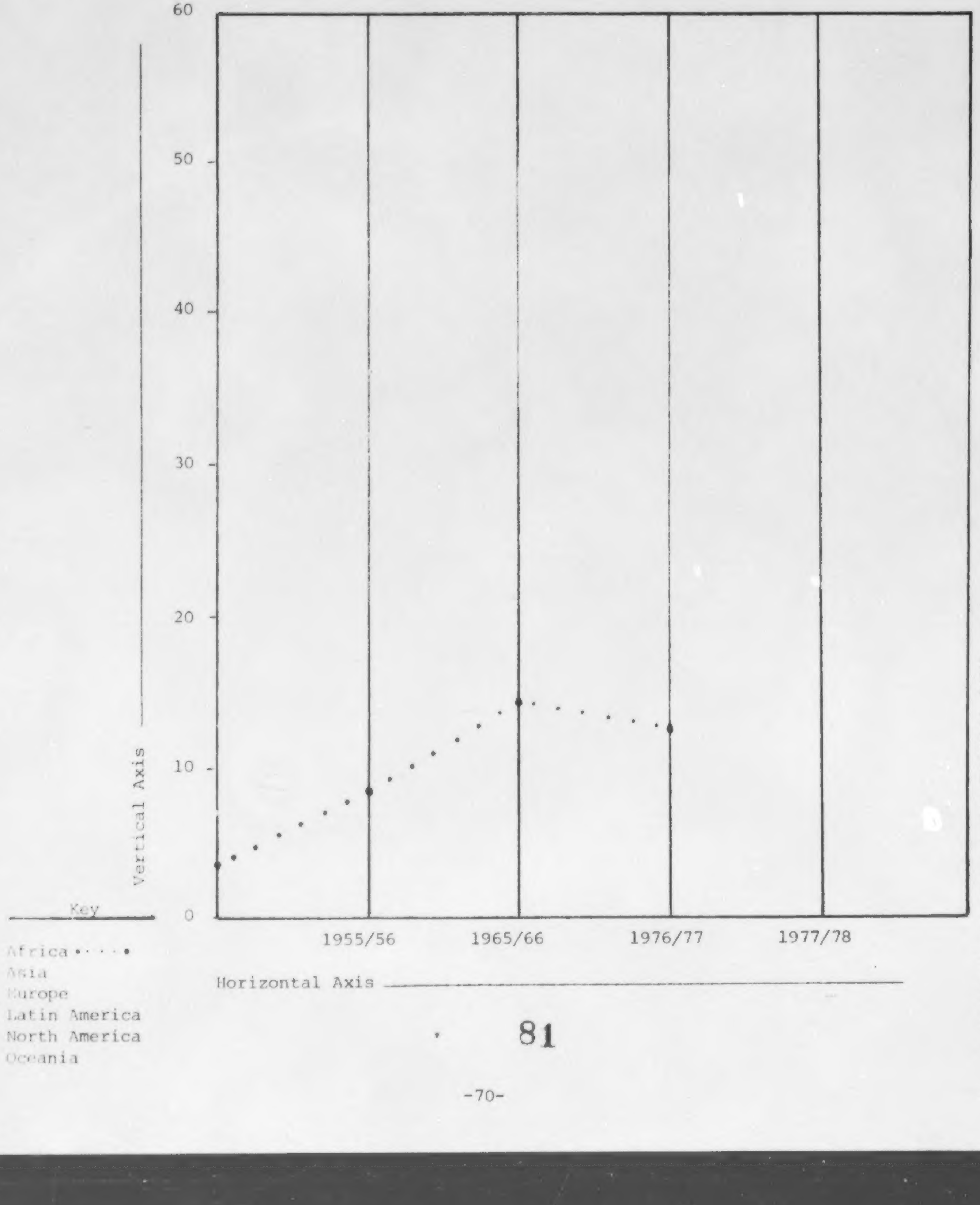
Lesson XIV
FOREIGN STUDENT ENROLLMENT STUDYGUIDE

Name ______________________________

Title: Broken Line Graph of Foreign Students Enrolled by Area as a Percentage of Total Enrollment



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BEST COPY AVAILABLE

Table 1
FOREIGN STUDENTS ENROLLED IN OHIO'S PUBLIC UNIVERSITIES, 1978-1979

| | Akron | Bowling Green | Central State | Cleveland State | U. of Cincinnati | Kent | Miami | Ohio State | Ohio University | U. of Toledo | Wright State | Youngstown | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Afghanistan | | | | | 4 | | 1 | | | 1 | | | 6 |
| Algeria | 1 | | | | 11 | | | 4 | 18 | | | | 34 |
| Argentina | 1 | | | | 4 | 1 | | 3 | 4 | 1 | 1 | | 15 |
| Australia | | 2 | | | 3 | 2 | 2 | 14 | | | | | 23 |
| Austria | | 2 | | | | | 1 | 2 | 1 | | | 1 | 7 |
| Bahama Islands | 1 | 1 | 1 | | 2 | | 1 | 1 | | | | | 7 |
| Bangladesh | | 4 | | 2 | 3 | 3 | | 2 | 2 | 1 | | 2 | 19 |
| Barbados | | | | | 4 | | | | | | | | 4 |
| Belgium | | 1 | | | 1 | 1 | | | | | | | 3 |
| Bermuda | | | 10 | 3 | | | 3 | 1 | 2 | 13 | 1 | | 33 |
| Bolivia | | | | | | | | | 1 | | | 1 | 2 |
| Brazil | 2 | 1 | | | 4 | 1 | | 27 | 11 | 7 | 2 | 1 | 56 |
| Cameroun | | 1 | | 1 | 2 | 1 | 1 | 1 | 3 | | | 1 | 11 |
| Canada | 19 | 33 | | 7 | 28 | 10 | 11 | 69 | 14 | 12 | 1 | 14 | 218 |
| Chile | 3 | 2 | | 1 | 2 | | 2 | 7 | 3 | | | 1 | 21 |
| China and Taiwan | 55 | 14 | | 18 | 120 | 42 | 33 | 232 | 30 | 20 | 13 | 10 | 587 |
| Colombia | 3 | | | | 6 | 1 | 1 | 9 | 17 | 1 | | 1 | 39 |
| Costa Rica | 1 | | | | | 1 | | 4 | 1 | 1 | | | 8 |
| Cuba | 1 | | 1 | | | | | | 2 | | | | 4 |
| Cyprus | | 2 | | | | 3 | | 3 | 1 | 1 | | 5 | 15 |
| Czechoslovakia | 1 | | | | | 1 | | | | | | | 2 |
| Denmark | | | | | 2 | | | 1 | | | | | 3 |
| Dominican Republic | | | | | | | | 4 | 2 | | | | 6 |
| Ecquador | | | | | | 1 | | 1 | 3 | | | 1 | 6 |
| Egypt | 2 | | | | 12 | 3 | | 28 | 2 | | | 2 | 49 |
| El Salvador | 1 | | | | | | | | 1 | | | 1 | 3 |
| Ethiopia | 1 | 2 | 10 | | 7 | 5 | 2 | 7 | 6 | 2 | 1 | 1 | 44 |
| Finland | | 1 | | | 1 | | | 4 | | | | | 6 |
| France | 1 | 3 | | | 4 | 4 | 2 | 10 | 1 | | | 2 | 27 |
| Germany | 5 | 4 | | 6 | 13 | 4 | 3 | 21 | 6 | 2 | | 4 | 68 |
| Ghana | 3 | 2 | 1 | 1 | 5 | 1 | 1 | 9 | 7 | | 2 | | 32 |
| Great Britain | 7 | 1 | | 3 | 8 | 4 | | 8 | 7 | 1 | | 5 | 44 |
| Greece | 12 | 2 | | 2 | 4 | 6 | 1 | 15 | 7 | | | 25 | 74 |
| Guatemala | | | | 1 | | | 1 | | | | | | 2 |
| Guyana | | 2 | | | 2 | 2 | | 5 | 3 | 1 | | 1 | 16 |
| Haiti | | | | 1 | 1 | | | | | | | | 2 |
| Honduras | | 2 | | | 1 | 2 | | 1 | 1 | 2 | | | 9 |
| Hong Kong | 1 | 2 | | 4 | 9 | 8 | 10 | 51 | 11 | 8 | | 4 | 108 |
| Hungary | | | | | | 1 | | 1 | | | | | 2 |
| India | 36 | 8 | 2 | 4 | 79 | 40 | 7 | 106 | 40 | 15 | 4 | 27 | 368 |
| Indonesia | 7 | 1 | | 1 | | 2 | | 9 | 7 | | | | 27 |
| Iran | 115 | 7 | | 28 | 19 | 41 | 7 | 125 | 40 | 52 | 8 | 93 | 535 |
| Iraq | 3 | | | | 2 | | | 4 | 6 | 4 | | | 19 |
| Ireland | | | | 1 | 3 | 1 | 1 | 2 | | | | 2 | 10 |
| Israel | 3 | | | 1 | 6 | 3 | 1 | 20 | | 2 | | | 36 |
| Italy | 2 | 1 | | 1 | 1 | 2 | | 2 | 2 | | | 4 | 15 |
| Ivory Coast | | | | 1 | 1 | | | 1 | 3 | | | | 6 |
| Jamaica | 2 | 2 | 5 | | 3 | 2 | | 5 | 2 | 4 | | | 25 |
| Japan | 3 | 8 | | 3 | 7 | 1 | 3 | 35 | 35 | 4 | 1 | 2 | 102 |
| Jordan | 9 | | | 7 | 3 | 4 | | 7 | 22 | 7 | | 32 | 91 |
| Kenya | 2 | 5 | 11 | 2 | 3 | 1 | 4 | 6 | 8 | 4 | 2 | 2 | 50 |
| Korea, South | 5 | 2 | | 1 | 13 | 7 | 2 | 60 | 8 | 3 | 1 | 2 | 104 |
| Kuwait | 3 | | | | | 3 | | 4 | 8 | 24 | | | 42 |
| Lebanon | 12 | 2 | | 23 | 3 | 2 | 2 | 22 | 30 | 16 | 1 | 20 | 133 |
| Liberia | 3 | 4 | 2 | 1 | 2 | 9 | | 4 | 1 | 4 | 1 | | 31 |
| Libya | 2 | 4 | | | 6 | 1 | | 28 | 33 | 8 | 2 | 6 | 90 |
| Luxembourg | | | | | | | 7 | | | | | | 7 |
| Madagascar | | | | | | 1 | | | 1 | | | | 2 |
| Malaysia | 1 | | | | 4 | | 9 | 24 | 59 | 2 | 4 | | 103 |
| Mexico | 3 | | | | 3 | 1 | | 11 | 3 | 1 | | 2 | 24 |

Lesson XIV. Table 1 (continued)

BEST COPY AVAILABLE

| | Akron | Bowling Green | Central State | Cleveland State | U. of Cincinnati | Kent | Miami | Ohio State | Ohio University | U. of Toledo | Wright State | Youngstown | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Morocco | | | | | | 1 | | | | | | | 1 |
| Nepal | | | | | | | | 3 | 1 | | | | 4 |
| Netherlands | | | | | 1 | 1 | 1 | 2 | 1 | | | 2 | 8 |
| New Zealand | | | | | 1 | | | 4 | | | | | 5 |
| Nicaragua | | 3 | | 1 | | | | 1 | 1 | | | | 6 |
| Nigeria | 7 | 8 | 65 | 5 | 30 | 59 | 12 | 72 | 124 | 19 | 22 | 14 | 437 |
| Norway | | | | | 1 | | | 2 | | 1 | | | 4 |
| Oman | | | | | | 1 | | 2 | | | | | 3 |
| Pakistan | | 4 | | 3 | 11 | 3 | 1 | 11 | 3 | 2 | 2 | 5 | 45 |
| Panama | | | | | | | | 1 | 4 | | | | 5 |
| Peru | 1 | 3 | | | | | 1 | 1 | 6 | | | 4 | 16 |
| Philippines | 5 | 1 | | | 2 | 6 | | 20 | 13 | 1 | | 6 | 54 |
| Poland | | | | | 3 | 2 | | 1 | 1 | | | 3 | 10 |
| Portugal | 2 | | | | | 4 | | 1 | 1 | | | 1 | 9 |
| Romania | | | | | | | | 1 | | | | 1 | 2 |
| Russia | 1 | | | | | | | 1 | | | | 1 | 3 |
| Saudia Arabia | 2 | | 3 | | | 2 | 2 | 14 | 31 | 14 | | | 68 |
| Senegal | | | | | | | | 1 | 1 | | | | 2 |
| Sierra Leone | | 1 | 1 | 2 | 3 | | 1 | 4 | 3 | | 2 | | 17 |
| Singapore | | | | | 1 | 5 | | | 3 | | | | 9 |
| Somalia | | | 3 | | | | 2 | 1 | 3 | | | | 9 |
| South Africa | | 3 | | 2 | 1 | | | 7 | 4 | | | | 17 |
| Spain | 4 | | | | 6 | 1 | | 4 | 1 | 1 | | 1 | 18 |
| Sri Lanka | | 1 | | | 1 | 2 | | 4 | | 4 | | | 12 |
| Sudan | 1 | 1 | | | | | | 16 | | | | | 18 |
| Surinam | | | | 1 | | | | | | | | | 1 |
| Sweden | | | | | 4 | 2 | | 1 | | 1 | | 1 | 9 |
| Switzerland | | | | 1 | 1 | | | | 2 | | | | 4 |
| Syria | 1 | | | 1 | | 1 | | | 14 | 2 | | 1 | 20 |
| Tanzania | 2 | | | | | 2 | 1 | 1 | 1 | 1 | | | 8 |
| Thailand | 10 | 3 | | | 9 | 10 | 1 | 42 | 23 | 5 | | 18 | 121 |
| Trinidad and Tabago | | | | | | 2 | 3 | 3 | | | | 1 | 9 |
| Turkey | 10 | 3 | | | 5 | 1 | | 14 | 7 | 3 | | 1 | 44 |
| Uganda | 3 | | | 1 | | 1 | | 2 | | 2 | 1 | | 10 |
| Virgin Islands | | | 2 | | | | | 1 | | | | | 3 |
| Venezuela | 3 | 7 | | | 5 | 3 | | 37 | 69 | 10 | 1 | 4 | 139 |
| Vietnam | 18 | | | | | 3 | 4 | 36 | 10 | 1 | | 1 | 73 |
| West Indies | | | | | 1 | 1 | | 1 | | | 2 | | 5 |
| Yugoslavia | 4 | | | | 2 | 1 | | 3 | | | | 4 | 14 |
| Zaire | | | | | 2 | 1 | | | 1 | | | | 4 |
| Zambia | | | | | | | 1 | 1 | | | | | 2 |
| Zimbabwe | 5 | 4 | | | 4 | 10 | 1 | | 4 | 1 | 1 | | 30 |
| Others | | 10 | | | 1 | 1 | 2 | | 6 | 5 | 1 | | 26 |
| TOTALS by University | 410 | 180 | 117 | 141 | 516 | 355 | 152 | 1336 | 814 | 297 | 77 | 344 | 4739 |

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Lesson XIV DATA PACKET

TABLE 2

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX, 1976

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX,

| RACIAL/ETHNIC DATA BY MAJOR FIELD | ALL STUDENTS | | | | | UNDERGRADUATES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | TOTAL | MEN | | WOMEN | | TOTAL | MEN | | WOMEN | |
| | | FULL-TIME | PART-TIME | FULL-TIME | PART-TIME | | FULL-TIME | PART-TIME | FULL-TIME | PART-TIME |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) |
| ALL STUDENTS. . . . . 1/ | 11,090,936 | 3,731,377 | 2,110,191 | 3,054,573 | 2,194,795 | 8,524,614 | 3,188,013 | 1,273,331 | 2,763,724 | 1,302,646 |
| NON RESIDENT ALIEN. . | 219,750 | 118,911 | 35,756 | 41,940 | 23,163 | 129,936 | 74,512 | 14,401 | 29,970 | 11,053 |
| BLACK NON-HISPANIC. . | 1,034,680 | 304,347 | 166,473 | 355,550 | 208,605 | 866,607 | 276,980 | 120,281 | 329,577 | 140,769 |
| AMER IND/ALASN NATVE. | 76,367 | 22,845 | 15,787 | 20,375 | 17,360 | 61,390 | 19,911 | 10,918 | 18,518 | 12,043 |
| ASIAN OR PACIFIC ISL. | 201,168 | 67,341 | 42,710 | 52,170 | 38,947 | 155,243 | 57,077 | 26,769 | 46,483 | 24,918 |
| HISPANIC. . . . . . . | 479,797 | 152,110 | 100,325 | 136,037 | 40,725 | 409,759 | 137,055 | 36,702 | 127,117 | 68,885 |
| WHITE NON-HISPANIC. . | 9,079,174 | 3,066,123 | 1,749,135 | 2,447,861 | 1,816,055 | 6,501,679 | 2,622,478 | 1,023,964 | 2,210,059 | 1,045,178 |
| AGRICULTURE/NAT RESRC . | 156,520 | 99,354 | 17,412 | 33,661 | 6,093 | 136,472 | 89,617 | 11,063 | 31,365 | 4,437 |
| NON RESIDENT ALIEN. . | 4,957 | 3,555 | 720 | 516 | 162 | 1,871 | 1,487 | 102 | 238 | 44 |
| BLACK NON-HISPANIC. . | 3,225 | 1,874 | 640 | 584 | 127 | 2,937 | 1,741 | 535 | 550 | 107 |
| AMER IND/ALASN NATVE. | 1,152 | 744 | 129 | 177 | 102 | 1,073 | 701 | 110 | 166 | 96 |
| ASIAN OR PACIFIC ISL. | 1,893 | 1,094 | 246 | 461 | 102 | 1,590 | 946 | 148 | 421 | 75 |
| HISPANIC. . . . . . . | 3,384 | 1,990 | 757 | 517 | 120 | 3,115 | 1,897 | 632 | 490 | 95 |
| WHITE NON-HISPANIC. . | 141,909 | 90,103 | 14,920 | 31,406 | 5,480 | 125,886 | 82,863 | 5,533 | 29,500 | 3,990 |
| ARCH/ENVNMTL DESIGN . . | 65,686 | 44,414 | 9,133 | 12,422 | 3,717 | 58,555 | 38,321 | 7,200 | 10,066 | 2,968 |
| NON RESIDENT ALIEN. . | 3,048 | 2,119 | 274 | 585 | 70 | 2,050 | 1,438 | 146 | 425 | 41 |
| BLACK NON-HISPANIC. . | 3,117 | 1,844 | 575 | 548 | 150 | 2,551 | 1,592 | 457 | 391 | 111 |
| AMER IND/ALASN NATVE. | 320 | 207 | 51 | 43 | 19 | 280 | 190 | 38 | 34 | 18 |
| ASIAN OR PACIFIC ISL. | 1,640 | 973 | 283 | 285 | 99 | 1,318 | 826 | 152 | 222 | 77 |
| HISPANIC. . . . . . . | 3,301 | 2,117 | 626 | 400 | 158 | 3,001 | 1,950 | 551 | 359 | 141 |
| WHITE NON-HISPANIC. . | 58,260 | 37,154 | 7,324 | 10,561 | 3,221 | 49,355 | 32,325 | 5,815 | 8,635 | 2,580 |
| BIOLOGICAL SCIENCES . . | 321,147 | 155,544 | 31,775 | 104,162 | 25,666 | 265,980 | 139,078 | 18,934 | 94,676 | 17,294 |
| NON RESIDENT ALIEN. . | 8,091 | 4,504 | 919 | 2,140 | 528 | 4,690 | 2,740 | 335 | 1,399 | 212 |
| BLACK NON-HISPANIC. . | 21,100 | 7,984 | 1,559 | 9,743 | 1,814 | 19,520 | 7,593 | 1,181 | 9,337 | 1,409 |
| AMER IND/ALASN NATVE. | 1,396 | 649 | 168 | 433 | 146 | 1,229 | 586 | 130 | 394 | 119 |
| ASIAN OR PACIFIC ISL. | 8,297 | 4,043 | 932 | 2,684 | 638 | 6,989 | 3,582 | 561 | 2,429 | 417 |
| HISPANIC. . . . . . . | 11,348 | 5,297 | 1,206 | 4,001 | 842 | 10,486 | 5,044 | 920 | 3,864 | 656 |
| WHITE NON-HISPANIC. . | 270,915 | 137,067 | 26,951 | 85,159 | 21,698 | 227,006 | 119,533 | 15,801 | 77,253 | 14,475 |
| BUSINESS AND MGMT . . . | 1,296,688 | 566,003 | 302,143 | 261,458 | 167,084 | 1,055,610 | 518,072 | 151,720 | 248,099 | 131,719 |
| NON RESIDENT ALIEN. . | 29,254 | 17,665 | 4,638 | 5,008 | 1,943 | 18,397 | 11,141 | 2,048 | 3,923 | 1,265 |
| BLACK NON-HISPANIC. . | 125,367 | 46,432 | 19,690 | 41,530 | 17,725 | 115,491 | 44,460 | 15,380 | 40,472 | 15,179 |
| AMER IND/ALASN NATVE. | 6,772 | 2,312 | 1,485 | 1,828 | 1,147 | 6,019 | 2,166 | 1,111 | 1,753 | 989 |
| ASIAN OR PACIFIC ISL. | 22,031 | 7,596 | 5,759 | 5,254 | 3,422 | 17,556 | 6,618 | 3,448 | 4,929 | 2,563 |
| HISPANIC. . . . . . . | 51,509 | 18,539 | 12,250 | 12,854 | 7,866 | 47,094 | 17,596 | 9,908 | 12,546 | 7,044 |
| WHITE NON-HISPANIC. . | 1,061,755 | 473,459 | 258,331 | 194,984 | 134,981 | 885,053 | 436,091 | 155,825 | 184,476 | 104,659 |
| ENGINEERING . . . . . . | 455,648 | 318,685 | 102,116 | 27,189 | 7,661 | 384,469 | 287,348 | 66,855 | 25,224 | 5,042 |
| NON RESIDENT ALIEN. . | 38,590 | 31,196 | 5,686 | 1,394 | 314 | 24,374 | 21,041 | 2,184 | 994 | 155 |
| BLACK NON-HISPANIC. . | 22,838 | 13,946 | 5,937 | 2,267 | 688 | 21,949 | 13,936 | 5,213 | 2,214 | 582 |
| AMER IND/ALASN NATVE. | 1,695 | 1,026 | 527 | 93 | 49 | 1,503 | 973 | 400 | 88 | 42 |
| ASIAN OR PACIFIC ISL. | 13,212 | 8,668 | 3,353 | 937 | 254 | 10,184 | 7,469 | 1,758 | 834 | 123 |
| HISPANIC. . . . . . . | 15,809 | 10,386 | 4,205 | 951 | 267 | 14,509 | 9,991 | 3,388 | 916 | 214 |
| WHITE NON-HISPANIC. . | 363,504 | 253,463 | 82,386 | 21,546 | 6,109 | 312,354 | 234,338 | 53,912 | 20,178 | 3,926 |
| DENTISTRY . . . . . . . | 20,493 | 18,048 | 164 | 2,249 | 32 | - | - | - | - | - |
| NON RESIDENT ALIEN. . | 284 | 205 | 19 | 58 | 2 | - | - | - | - | - |
| BLACK NON-HISPANIC. . | 823 | 574 | 16 | 224 | 9 | - | - | - | - | - |
| AMER IND/ALASN NATVE. | 85 | 71 | - | 13 | 1 | - | - | - | - | - |
| ASIAN OR PACIFIC ISL. | 554 | 477 | 1 | 76 | - | - | - | - | - | - |
| HISPANIC. . . . . . . | 562 | 451 | 2 | 108 | 1 | - | - | - | - | - |
| WHITE NON-HISPANIC. . | 18,185 | 16,270 | 126 | 1,770 | 19 | - | - | | | |
| MEDICINE. . . . . . . . | 58,595 | 45,221 | 283 | 12,970 | 119 | - | - | - | - | - |
| NON RESIDENT ALIEN. . | 752 | 563 | 2 | 161 | 4 | - | - | - | - | - |
| BLACK NON-HISPANIC. . | 3,464 | 2,217 | 15 | 1,224 | 8 | - | - | - | - | - |
| AMER IND/ALASN NATVE. | 257 | 186 | 1 | 69 | 1 | - | - | - | - | - |
| ASIAN OR PACIFIC ISL. | 1,347 | 992 | 15 | 333 | 3 | - | - | - | - | - |
| HISPANIC. . . . . . . | 1,729 | 1,311 | 8 | 409 | 1 | - | - | - | - | |
| WHITE NON-HISPANIC. . | 51,046 | 39,932 | 238 | 10,774 | 102 | - | - | - | - | |
| VETERINARY MEDICINE . . | 6,126 | 4,218 | 207 | 1,631 | 70 | - | - | - | - | - |
| NON RESIDENT ALIEN. . | 19 | 13 | 2 | 3 | 1 | - | - | - | - | - |
| BLACK NON-HISPANIC. . | 125 | 72 | 2 | 50 | 1 | - | - | - | - | - |
| AMER IND/ALASN NATVE. | 63 | 54 | - | 9 | - | - | - | - | - | - |
| ASIAN OR PACIFIC ISL. | 36 | 21 | - | 14 | 1 | - | - | - | - | - |
| HISPANIC. . . . . . . | 34 | 24 | - | 10 | - | - | - | - | - | - |
| WHITE NON-HISPANIC. . | 5,849 | 4,034 | 203 | 1,545 | 67 | | | | | |

(continued on next page)

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Lesson XIV TABLE 2 (continued)

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION, BY LEVEL OF ENROLLMENT, SEX, ATTENDANCE

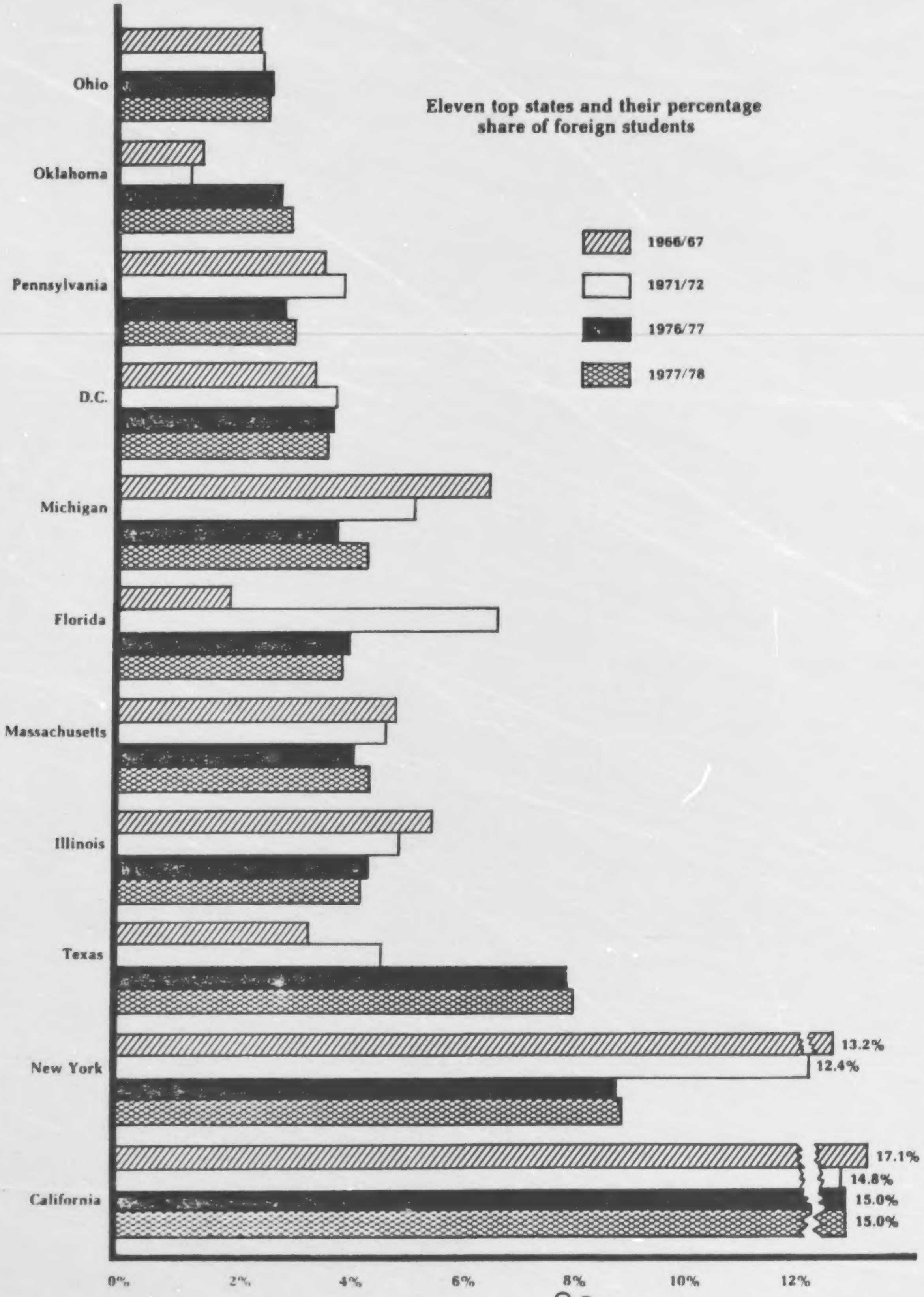
| RACIAL/ETHNIC DATA BY MAJOR FIELD | ALL STUDENTS | | | | | UNDERGRADUATES | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | MEN | | WOMEN | | | MEN | | WOMEN | |
| | TOTAL | FULL-TIME | PART-TIME | FULL-TIME | PART-TIME | TOTAL | FULL-TIME | PART-TIME | FULL-TIME | PART-TIME |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) | (10) | (11) |
| LAW . . . . . . . . . . . | 120,471 | 72,914 | 16,395 | 25,652 | 5,510 | - | - | - | - | - |
| NON RESIDENT ALIEN. . | 915 | 539 | 190 | 150 | 36 | - | - | - | - | - |
| BLACK NON-HISPANIC. . | 5,441 | 2,728 | 644 | 1,723 | 346 | - | - | - | - | - |
| AMER IND/ALASN NATVE. | 445 | 255 | 55 | 107 | 28 | - | - | - | - | - |
| ASIAN OR PACIFIC ISL. | 1,432 | 771 | 171 | 434 | 56 | - | - | - | - | - |
| HISPANIC. . . . . . . | 3,318 | 1,961 | 490 | 726 | 141 | - | - | - | - | - |
| WHITE NON-HISPANIC. . | 108,900 | 66,640 | 14,845 | 22,512 | 4,903 | - | - | - | - | - |
| PHYSICAL SCIENCES . . . | 165,054 | 102,998 | 24,816 | 28,625 | 8,615 | 124,548 | 81,066 | 13,578 | 24,669 | 5,235 |
| NON RESIDENT ALIEN. . | 8,818 | 6,190 | 1,053 | 1,246 | 329 | 3,503 | 2,557 | 238 | 609 | 99 |
| BLACK NON-HISPANIC. . | 7,036 | 3,371 | 1,086 | 2,029 | 550 | 6,120 | 3,039 | 751 | 1,925 | 405 |
| AMER IND/ALASN NATVE. | 716 | 379 | 152 | 133 | 52 | 582 | 318 | 103 | 121 | 40 |
| ASIAN OR PACIFIC ISL. | 3,171 | 1,841 | 503 | 632 | 195 | 2,226 | 1,380 | 225 | 515 | 102 |
| HISPANIC. . . . . . . | 3,471 | 1,862 | 635 | 741 | 229 | 2,994 | 1,681 | 481 | 652 | 180 |
| WHITE NON-HISPANIC. . | 141,842 | 89,355 | 21,383 | 23,844 | 7,260 | 109,121 | 72,111 | 11,798 | 20,807 | 4,405 |
| ALL OTHER . . . . . . . . | 8,420,508 | 2,299,976 | 1,605,749 | 2,544,555 | 1,970,228 | 6,460,980 | 2,034,491 | 963,681 | 2,326,625 | 1,136,181 |
| NON RESIDENT ALIEN. . | 125,022 | 52,336 | 22,253 | 30,719 | 19,714 | 75,051 | 34,108 | 9,344 | 22,382 | 9,217 |
| BLACK NON-HISPANIC. . | 842,144 | 223,005 | 136,304 | 295,628 | 187,207 | 658,443 | 205,019 | 56,760 | 273,688 | 122,976 |
| AMER IND/ALASN NATVE. | 63,466 | 16,962 | 13,219 | 17,470 | 15,815 | 50,704 | 18,977 | 5,026 | 15,962 | 10,739 |
| ASIAN OR PACIFIC ISL. | 147,555 | 40,875 | 31,443 | 41,060 | 34,177 | 115,380 | 36,256 | 20,430 | 37,133 | 21,561 |
| HISPANIC. . . . . . . | 385,312 | 108,152 | 80,142 | 115,918 | 81,100 | 328,560 | 98,916 | 60,841 | 108,250 | 60,553 |
| WHITE NON-HISPANIC. . | 6,857,009 | 1,858,646 | 1,322,388 | 2,043,760 | 1,632,215 | 5,192,842 | 1,645,215 | 767,282 | 1,869,210 | 911,135 |

1/ THE COUNT OF 11,090,936 REPRESENTS THE TOTAL HEAD COUNT FOR ALL RACES OF STUDENTS ENROLLED IN THE 3,075 INSTITUTIONS OF HIGHER EDUCATION SURVEYED IN FALL 1976. A DIFFERENCE OF 30,490 STUDENTS EXISTS BETWEEN TOTAL HEAD COUNT FOR ALL STUDENTS AND TOTAL HEAD COUNT FOR ALL RACES DUE TO THE FACT THAT A NUMBER OF INSTITUTIONS WERE UNABLE TO IDENTIFY THE RACE OF THE STUDENTS ENROLLED IN THAT INSTITUTION.

Source: Fall Enrollment in Higher Education, 1976, National Center for Education Statistics, U.S. Department of Health Education and Welfare.

OHIO COUNCIL FOR THE SOCIAL STUDIES

Bar Graph 1



OHIO COUNCIL FOR THE SOCIAL STUDIES

Table 3

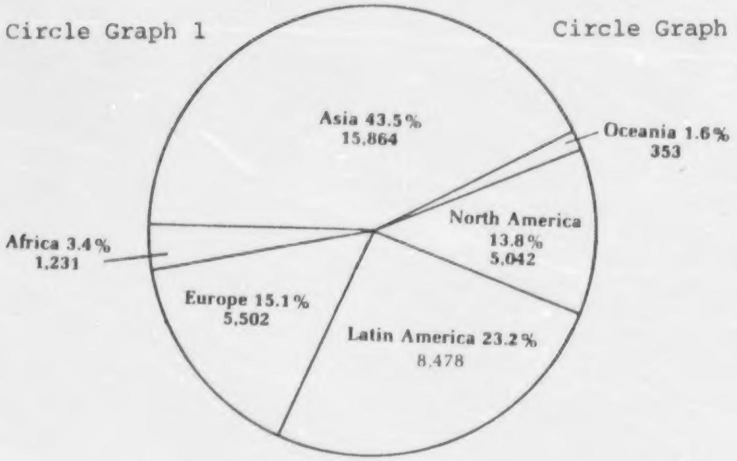
**Foreign Students In U.S. By Continent Of Origin**

| | 1955/56 | | 1965/66 | | 1976/77 | | 1977/78 | |
|---|---|---|---|---|---|---|---|---|
| | No. | Percentage | No. | Percentage | No. | Percentage | No. | Percentage |
| **Africa** | 1,231 | 3.4 | 6.896 | 8.3 | 25,860 | 12.7 | 29,560 | 12.6 |
| **Asia** | 15.864 | 43.5 | 40.266 | 48.8 | 108,510 | 53.5 | 130,970 | 55.6 |
| **Europe** | 5.502 | 15.1 | 10.226 | 12.4 | 16,700 | 8.2 | 19,310 | 8.2 |
| **Latin America** | 8.478 | 23.2 | 13.998 | 17.0 | 37,240 | 18.4 | 38,840 | 16.5 |
| **North America** | 5,042 | 13.8 | 9,851 | 11.9 | 11,420 | 5.6 | 12,920 | 5.5 |
| **Oceania** | 353 | 1.0 | 1,325 | 1.6 | 3,150 | 1.6 | 3,810 | 1.6 |

## Foreign Students By Continent

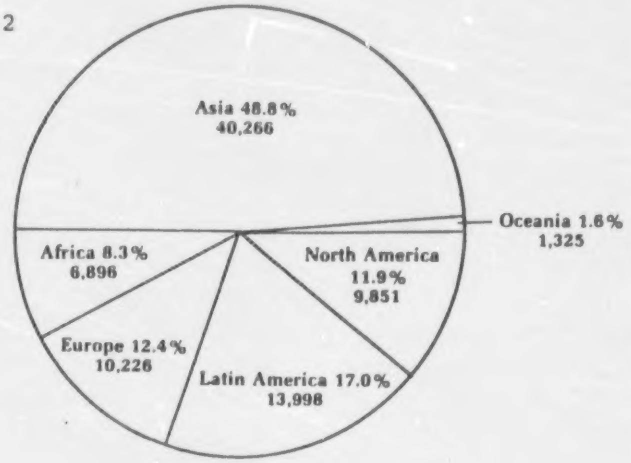
1955/56

Circle Graph 1



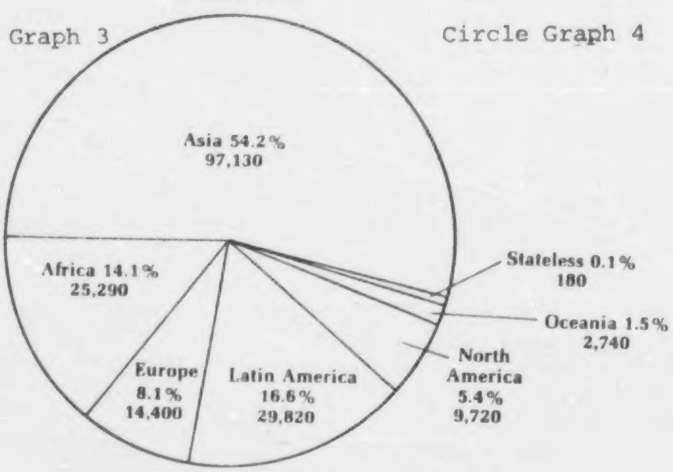
1965/66

Circle Graph 2



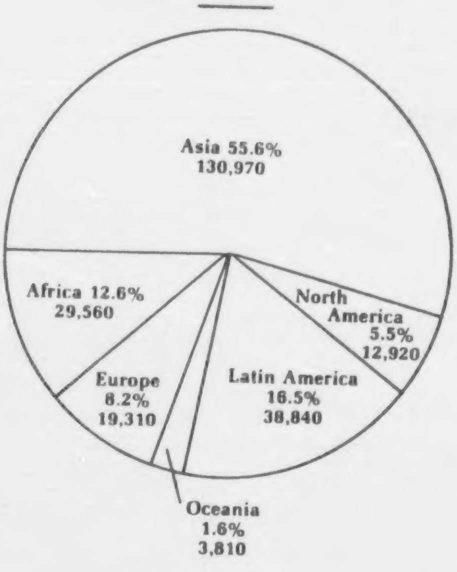
1975/76

Circle Graph 3



1977/78

Circle Graph 4



OHIO COUNCIL FOR THE SOCIAL STUDIES

## Table 4

### Foreign Students 1954/55 — 1977/78

| Year | Students Reported | Institutions Reporting |
|---|---|---|
| 1954/5 | 34,232 | 1,629 |
| 1955/6 | 36,494 | 1,630 |
| 1956/7 | 40,666 | 1,734 |
| 1957/8 | 43,391 | 1,801 |
| 1958/9 | 47,245 | 1,680 |
| 1959/60 | 48,486 | 1,712 |
| 1960/1 | 53,107 | 1,666 |
| 1961/2 | 58,086 | 1,798 |
| 1962/3 | 64,705 | 1,805 |
| 1963/4 | 74,814 | 1,805 |
| 1964/5 | 82,045 | 1,859 |
| 1965/6 | 82,709 | 1,755 |
| 1966/7 | 100,262 | 1,797 |
| 1967/8 | 110,315 | 1,827 |
| 1968/9 | 121,362 | 1,846 |
| 1969/70 | 134,959 | 1,734 |
| 1970/1 | 117,976[1] | 1,748 |
| 1971/2 | 114,024 | 1,650 |
| 1972/3 | 118,481 | 1,508 |
| 1973/4 | 125,116 | 1,359 |
| 1974/5 | 154,580[2] | 1,908[2] |
| 1975/6 | 179,344 | 2,261 |
| 1976/7 | 203,068 | 2,524 |
| 1977/8 | 235,509 | 2,738 |

[1] In 1970/1, immigrants and non-immigrants were separately counted and immigrants were excluded

[2] In 1974/5 a simple post card method of obtaining the basic count was adopted and immigrants were excluded

Source for Tables 3 and 4, Bar Graph 1 and Circle Graphs 1, 2, 3, & 4:

Alfred C. Julian, Janet Lawenstein, and Robert E. Slattery, Open Doors/ 1977-78: A Report on International Educational Exchange, (New York: Institute of International Education, 1978), pp. 3, 10, 14-15

OHIO COUNCIL FOR THE SOCIAL STUDIES

## XV. What We Found Out About Ourselves, Our Community and the World

### A. Objectives

1. Students will develop communication skills by categorizing data gathered during these lessons and presenting it in written form.
2. Students will be able to summarize data in graphic, pictorial, and artistic forms.

### B. Materials

1. Information gathered while working on activities from the various lessons included in Ohio and the World.
2. Art materials including felt markers, ditto or mimeograph stencils, art paper, etc.

### C. Procedures

1. The basic format suggested for this activity is that used by Time or Newsweek Magazines. Have sample copies of these available so that students can see how they are organized.
    - a. Features in the news magazines produced by your class might include such sections as People, Cities, Business and Industry, Agriculture, Civic and Service Organizations, Defense and the Military, Education, Travel, and Entertainment.
    - b. Special sections might also be developed such as Editorials, Letters to the Editor, or a section something like "Periscope" in Newsweek. "Periscope" for your student magazine might provide tips about what is going to happen in the near future gained through research for the lessons in Ohio and the World or by special reports made by students.
2. Have students work in groups on the various sections of the magazine.
    - a. You may want to appoint an editor to help coordinate the various projects.
    - b. Student art work could be used for illustrations or as advertisements for imported products.
    - c. Advertisements from local firms who do business on an international level might be included. Students may want to draw advertisements for local firms.
3. Duplicate or mimeograph the finished product.
    - a. This could be distributed to the administration, faculty,

parents, and to fellow students. Those people in the community who have been involved in various lessons might also like to receive a copy.

b. The original copy and other materials used in its production could be displayed in a display case in the school hallway or Instructional Materials Center.

D. Suggested Additional Activities

1. Students who are interested in photography may want to produce black and white pictures to be used in the magazine. (Reproduction of photographs can be quite good on ditto or mimeograph stencils when a heat process is used.)

2. You may want to expand the lesson to include skills used in writing editorials. This is especially important in social studies as the parts of an editorial reflect, essentially, those of the problem solving process.

| Social Studies | Editorial |
|---|---|
| Recognition of the Problem | Subject of the Editorial |
| Hypothesis | Statement of Opinion |
| Data | Data to Support the Opinion |
| Conclusion | Summary Sentence of Opinion |
| Generalizations | Generalizations |

3. You may want to expand the lesson to include the seven types of propaganda techniques which are used not only by propagandists but in advertisements as well.

   a. The seven propaganda techniques are:

      1. Name Calling
      2. Glittering Generality
      3. Transfer
      4. Testimonial
      5. Plain Folks Appeal
      6. Card Stacking
      7. Band Wagon

   b. Have students tear advertisments from old magazines and classify them as using one of the propaganda techniques.

   c. Have students who are making advertisments for your magazine identify which technique they are using.

OHIO COUNCIL FOR THE SOCIAL STUDIES

## XVI. Why are Organizations Involved in International Interactions

### A. Objectives

1. Students will infer that institutions are involved in international activities for a wide variety of reasons.

2. Students will develop skills in using primary and secondary sources as means of data collection.

3. Students will develop skills in expression of understanding: oral and/or written.

4. Students will be able to list the various ways American organizations are involved in international affairs and ways foreign organizations are involved in America.

### B. Materials

1. Duplicate "Institution Cards" in sufficient quantity. (See Teacher Notes)

2. Duplicate "Reasons for International Activities Cards" in sufficient quantity. (See Teacher Notes)

3. Resource materials for students. Locate materials either in the school's Instructional Materials Center or in the classroom.

### C. Procedures

1. Students may work individually or in groups of two or three.

2. Have each individual or group draw one "Institution" card. (Example: Service Organization)

3. Have each individual or group draw two "Reason" cards. (Example: 1) Mankind Identity 2) Make Money)

4. Students are to use the "Reasons Cards" as possible hypotheses in answering the question: Why is this institution (service organization) involved in international activities (1. Mankind Identity, 2. Make Money)?

### D. Discussion Question

1. Introduction to the lessson.

   a. What groups can we think of that are involved with international activities?

   b. What reasons are there for such involvement by these groups?

   c. Do some of these reasons apply more to one of these organizations than to the entire group? Explain.

2. Summary Questions

   a. What reasons did you find to explain why various groups are involved in international activities?

   b. Are reasons unique to each group or are there overlapping reasons? Which are unique? Which overlap?

   c. Can you give examples or foreign groups which are involved in the U.S.A.?

   d. What do you think are their reasons for being involved in our country?

E. Suggested Additional Activities

1. Have the students present their reports in role playing situations. Have the class identify each group from the presentation.

2. Extend the lesson by identifying similar foreign groups which are involved in the United States. Allow students time to prepare reports on these groups in ways similar to what has been suggested in this lesson.

F. Teacher Notes

1. It is suggested that the cards be duplicated on different colored paper. The teacher may want to color code the cards if more than one section of the course is taught.

2. Students may want to identify the various ways groups are involved prior to making the cards. Their reasons can be added to the deck of "Reasons for International Activities Cards." Blank cards are provided for that purpose.

Lesson XVI REASONS FOR INTERNATIONAL ACTIVITIES CARDS

| | | |
|---|---|---|
| MAKE MONEY | ACQUIRE MATERIAL NEEDS | HELP OTHERS |
| CONTROL FINANCES & RESOURCES | ACQUIRE KNOWLEDGE | CURIOSITY |
| CULTURAL AND ETHIC TIES | SAVE SOULS | MANKIND IDENTITY (INTEREST IN OTHER PEOPLE AS HUMAN BEINGS) |
| DISSEMINATE KNOWLEDGE | ACQUIRE STATUS | FAMILY TIES |
| PERSONAL FRIENDSHIP | | |

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XVI

INSTITUTION CARDS

| | |
|---|---|
| CHURCH | MILITARY |
| BUSINESS | SCHOOLS |
| SERVICE ORGANIZATION | GOVERNMENT |

## XVII. Agricultural Exports: The State of Ohio and the United States

A. Objectives
1. Students will develop data gathering skills by using agricultural statistics contained in tables to answer questions about agricultural production in Ohio and the nation.
2. Students will be able to identify Ohio's major agricultural products.
3. Students will be able to rank Ohio's crop production in comparison with that in other states.
4. Students will be able to synthesize information so as to understand that Ohio's agricultural production is a very important component of the world's food production.

B. Materials
1. Tables 1-6 included with this lesson. (See Teacher Notes)
2. Student studyguide included with this lesson.

C. Procedures
1. Explain to the students how to use the Tables as a source of data.
2. Have the students answer the questions on the student studyguide either as individuals or in small groups.
3. After the students have completed the studyguide, have a class discussion using the questions provided with this lesson and others which the teacher and students might raise.

D. Discussion Questions
1. What are the kinds of products which Ohio tends to export?
2. How do you think the products are used in other countries? (See Teacher Notes, Number 2)
3. What parts of the world depend on the United States for feed grains? for soybeans? for wheat and flour? Can you give reasons for this?
4. Considering the amounts of exported grains, the kinds of grains exported and how these products are used, how significant is the role of Ohio in providing agricultural products to the world?
5. If there would be a serious draught in Ohio for several years which would severely limit our grain production, how would it affect Ohio's economy?
6. What effects would such a draught have on the economy of the entire country?
7. What effects would such a draught have on the world's economy?
8. What would the effects of a draught in California have on Ohio's role in agricultural exports?
9. How would a California draught affect the United States' ability to sell agricultural products to the world?
10. What role do the farmers in our part of Ohio play in producing agricultural exports?

E. Teacher Notes
1. These tables can be reproduced as a data packet for each student or group of students.
    a. Heat sensitive ditto masters can be used in this process.
    b. The teacher may want to produce transparencies of the tables to be used during class discussion.
2. Data with regard to how various countries use the agricultural products

which Ohio exports may be gained from texts, encyclopedias, or other sources. Students should be able to hypothesize that feed grains exported to Europe are used as feed for the numerous dairy herds in that area.

3. The teacher may wish to reinforce the skills of graph development using the data from the Tables included with this lesson. See Lesson V and Lesson XIV for ideas with regard to such graph development.

4. The teacher wishing to expand student skills in reading graphs, charts, and maps might well consider ordering a school subscription to World Eagle. Published ten times each year, World Eagle contain a wide variety of statistical data in the form of graphs, charts, and maps. Contact:

World Eagle
64 Washburn Avenue
Wellesley, Massachusetts 02181

Lesson XVII
Student Studyguide

## Ohio's Agricultural Exports

1. In 1978 Ohio ranked among the top ten states in exports of what farm products?

| | Product | Rank |
|---|---|---|
| a. | | |
| b. | | |
| c. | | |
| d. | | |

2. How does Ohio rank among the list of the top ten states with regard to export of all commodities?

______________________________

3. What Ohio farm product ranked first in exports in 1975?

Product ____________________ Amount ____________________

What Ohio farm product ranked first in exports in 1978?

Product ____________________ Amount ____________________

4. What three categories of Ohio farm products showed consistent growth in report value in the years 1975 through 1978?

a. ____________________

b. ____________________

c. ____________________

5. Which one of the categories of Ohio farm products increased the most in export value between the year 1975 and 1978?

| Product | Amount Increased |
|---|---|
| | |

6. What country imported the largest amounts of Ohio farm products in the years 1975 through 1978?

| | Country | Total Amount |
|---|---|---|
| Feed Grains | | |
| Soybeans | | |
| Wheat and Flour | | |

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7. What was the percentage of increase of the dollar value of the agricultural products which Ohio exported in 1978 in comparison to 1975?

Formula

$$1978\ \text{Value} - 1975\ \text{Value} = \frac{\text{Difference in values}}{1975\ \text{Value}} = \text{Percentage of Increase}$$

Example

$$\underset{\substack{(1976)\\ \text{value}}}{\underline{846.9}} - \underset{\substack{(1975)\\ \text{value}}}{\underline{784.9}} = \frac{62}{784.9} = \underline{7.9}\ \text{Percentage Increase Between 1975 and 1976}$$

$$\underset{\substack{1978\\ \text{value}}}{\underline{\qquad}} - \underset{(1975\ \text{value})}{\underline{\quad 784.9 \quad}} = \underline{\qquad\quad} = \underline{\qquad\quad}\ \text{Percentage Increase between 1975 and 1978}$$

OHIO COUNCIL FOR THE SOCIAL STUDIES

## 1979 U.S. IMPORTS AND EXPORTS
(in billions of dollars)

| Category | Imports | Exports |
|---|---|---|
| Food and Live Animals | $ 14.5 | $ 18.4 |
| Beverages and Tobacco | 2.4 | 2.3 |
| Crude Materials, Except Fuels--Inedible | 10.0 | 15.5 |
| Mineral Fuels, Lubricants, and Related Materials | 44.7 | 3.8 |
| Oils and Fats--Animal and Vegetable | .5 | 1.5 |
| Chemicals and Related Products, N.S.P.F. | 6.8 | 12.6 |
| Manufactured Goods Classified Chiefly by Material | 29.3 | 12.4 |
| Machinery and Transport Equipment | 50.5 | 59.2 |
| Miscellaneous Manufactured Articles, N.S.P.F. | 20.3 | 10.2 |
| Commodities and Transactions Not Classified Elsewhere | 4.1 | 5.0 |

From: Highlights of U.S. Import and Export Trade, Report FT-990 (1979)

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Table 4 --Leading States for agricultural export shares, classified by all commodities and leading export commodities, fiscal year 1978

| Commodity | United States | Leading 10 States by rank | | | | | | | | | | 10 high States | All Others |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| | | | | | | -- Million dollars -- | | | | | | | |
| All commodities | 27,298.0 | Ill.<br>2,769.5 | Iowa<br>2,119.1 | Texas<br>2,076.4 | Calif.<br>1,926.7 | Minn.<br>1,494.8 | Ind.<br>1,407.8 | Kansas<br>1,360.2 | Neb.<br>1,331.6 | Mo.<br>1,068.9 | Ohio<br>1,033.9 | 16,394.9 | 10,903.1 |
| Soybeans and products | 8,410.9 | Ill.<br>1,223.8 | Iowa<br>914.6 | Mo.<br>541.5 | Ind.<br>523.2 | Minn.<br>487.0 | Ohio<br>436.6 | Ark.<br>383.0 | Miss.<br>283.3 | La.<br>229.2 | Tenn.<br>189.6 | 5,218.1 | 3,192.7 |
| Feedgrains and products | 5,983.1 | Ill.<br>1,303.8 | Iowa<br>813.9 | Neb.<br>721.5 | Ind<br>597.5 | Minn.<br>476.1 | Texas<br>339.2 | Ohio<br>323.8 | Kansas<br>301.2 | Mich.<br>183.9 | Mo.<br>166.9 | 5,025.8 | 957.3 |
| Wheat and products | 4,138.7 | Kansas<br>761.1 | N. Dak.<br>620.2 | Okla.<br>377.1 | Mont.<br>255.3 | Texas<br>232.5 | Neb.<br>221.9 | Wash.<br>213.6 | Minn.<br>197.2 | Ohio<br>133.5 | Ill.<br>165.1 | 2,977.3 | 1,161.4 |
| Cotton including linters | 1,706.9 | Texas<br>652.4 | Calif.<br>331.0 | Miss.<br>193.3 | Ariz.<br>134.8 | Ark.<br>122.8 | La.<br>77.8 | Okla.<br>31.7 | Ala.<br>32.9 | Tenn.<br>30.2 | Mo.<br>27.9 | 1,656.6 | 50.3 |
| Tobacco | 1,131.8 | N.C.<br>566.4 | Ky.<br>140.2 | S.C.<br>107.1 | Ga.<br>106.2 | Va.<br>97.0 | Tenn.<br>68.5 | Fla.<br>19.9 | Conn.<br>15.1 | Md.<br>14.1 | Mass.<br>6.8 | 1,117.5 | 14.3 |
| Fruits and preparations | 976.5 | Calif.<br>563.2 | Fla.<br>200.0 | Wash.<br>65.1 | Texas<br>37.2 | Ariz.<br>32.7 | Mich.<br>17.6 | Hawaii<br>16.1 | Oreg.<br>13.6 | N.Y.<br>12.7 | Pa.<br>8.7 | 924.7 | 51.8 |
| Rice | 833.4 | Ark.<br>297.3 | Texas<br>196.3 | Calif.<br>150.5 | La.<br>146.5 | Miss.<br>37.3 | Mo.<br>5.3 | --- | --- | --- | --- | 833.4 | — |
| Hides and skins | 823.6 | Wis.<br>81.6 | Texas<br>51.6 | Iowa<br>53.6 | Minn.<br>46.9 | Neb.<br>43.0 | Kansas<br>41.1 | S. Dak.<br>31.3 | Utah<br>31.3 | Ill.<br>29.6 | Colo.<br>28.6 | 468.2 | 355.6 |
| Meats and preparations | 687.3 | Iowa<br>108.3 | Texas<br>57.2 | Ill.<br>46.7 | Neb.<br>46.6 | Kansas<br>38.5 | Mo.<br>36.4 | Minn.<br>33.2 | Ind.<br>29.0 | S. Dak.<br>26.3 | Ohio<br>19.9 | 442.3 | 245.0 |
| Vegetables and preparations | 658.1 | Calif.<br>196.2 | Idaho<br>67.7 | Mich.<br>67.0 | Fla.<br>57.5 | Wash.<br>44.2 | Texas<br>26.1 | N.Y.<br>21.6 | Colo.<br>19.6 | Wis.<br>17.7 | Minn.<br>17.1 | 534.5 | 123.6 |
| Lard and tallow | 563.3 | Texas<br>72.7 | Iowa<br>48.9 | Neb.<br>39.7 | Kansas<br>37.6 | Mo.<br>26.6 | Colo.<br>25.0 | Ohio<br>25.0 | S. Dak.<br>24.5 | Calif.<br>23.6 | Minn.<br>18.8 | 342.4 | 220.9 |
| Poultry and products | 332.7 | Ark.<br>39.4 | Ga.<br>36.4 | Ala.<br>28.8 | N.C.<br>26.8 | Calif.<br>23.7 | Miss.<br>17.4 | Texas<br>16.8 | Md.<br>11.4 | Pa.<br>11.0 | Fla.<br>9.4 | 226.1 | 106.6 |
| Peanuts and peanut oil | 290.4 | Ga.<br>116.9 | Ala.<br>43.9 | N.C.<br>34.6 | Texas<br>30.7 | Va.<br>22.8 | Okla.<br>20.9 | Fla.<br>13.3 | S.C.<br>2.4 | N. Mex.<br>2.0 | Miss.<br>.9 | 290.4 | — |
| Nuts and preparations | 287.7 | Calif.<br>238.6 | Ga.<br>10.1 | Ala.<br>3.8 | Ore.<br>3.3 | Texas<br>2.9 | N.C.<br>2.3 | Ore.<br>1.8 | Okla.<br>1.7 | Va.<br>1.5 | Fla.<br>1.1 | 287.3 | .4 |
| Sunflower seed | 226.1 | N. Dak.<br>135.8 | Minn.<br>66.1 | Texas<br>13.8 | S. Dak.<br>10.4 | --- | --- | --- | — | — | — | 226.1 | — |
| Cottonseed oil | 205.6 | Texas<br>77.8 | Calif.<br>42.0 | Miss<br>22.7 | Ariz.<br>16.6 | Ark.<br>14.9 | La.<br>9.3 | Okla.<br>6.1 | Ala.<br>3.9 | Tenn.<br>3.7 | N. Mex.<br>2.5 | 199.5 | 6.1 |
| Dairy products | 146.1 | Minn.<br>31.7 | Wis.<br>31.3 | Calif.<br>21.5 | Iowa<br>13.7 | N.Y.<br>9.7 | Mich.<br>8.1 | Ohio<br>7.3 | S. Dak.<br>5.3 | Pa.<br>4.5 | Okla.<br>1.3 | 134.8 | 9.3 |

From: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, p. 15.

Table 10. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-1978.

FEED GRAINS

| Country | 1975 | 1976 | 1977 | 1978 |
|---|---|---|---|---|
| Japan | 958.2 | 1022.5 | 1060.8 | 1151.6 |
| Netherlands | 604.7 | 538.4 | 430.4 | 281.6 |
| USSR | 429.3 | 1080.6 | 384.7 | 1053.2 |
| West Germany | 553.8 | 677.3 | 369.5 | 227.9 |
| United Kingdom | 98.0 | 173.2 | 289.0 | 184.8 |
| Mexico | 309.3 | 84.4 | 243.2 | 239.3 |
| Portugal | 144.0 | 157.3 | 220.5 | 151.3 |
| Italy | 334.3 | 345.6 | 202.1 | 240.9 |
| Spain | 407.0 | 210.1 | 165.3 | 166.8 |
| South Korea | 65.0 | 111.1 | 158.4 | 210.2 |
| Poland | 185.1 | 251.2 | 141.7 | 207.0 |
| Israel | 111.0 | 102.6 | 110.8 | 104.7 |
| Greece | 106.4 | 105.0 | 108.5 | 103.9 |
| Egypt | 68.5 | 74.1 | 51.2 | 86.4 |
| Venezuela | 45.1 | 55.5 | 37.1 | 35.8 |
| Canada | 83.0 | 67.7 | 29.4 | 22.5 |
| Romania | 61.9 | 25.6 | 21.0 | 32.4 |
| Peoples Republic China | 0 | 0 | 0 | 111.7 |
| World Total | 5238.3 | 5979.2 | 4861.8 | 5852.6 |

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, PP. 16-25

## XVII. Agricultural Exports

Table 11. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-78.

SOYBEANS

| Country | 1975 | 1976 | 1977 | 1978 |
|---|---|---|---|---|
| Japan | 648.0 | 674.7 | 937.7 | 980.7 |
| Netherlands | 614.1 | 732.2 | 902.0 | 1133.4 |
| West Germany | 290.0 | 303.0 | 415.4 | 380.4 |
| Spain | 226.0 | 253.6 | 312.3 | 414.9 |
| Italy | 182.5 | 198.0 | 225.1 | 225.0 |
| China (Taiwan) | 211.1 | 148.4 | 195.4 | 254.6 |
| United Kingdom | 62.0 | 77.6 | 138.6 | 175.5 |
| France | 55.6 | 73.3 | 131.0 | 162.0 |
| Israel | 68.2 | 98.2 | 115.5 | 98.9 |
| Denmark | 63.0 | 59.6 | 114.6 | 96.0 |
| Belgium | 59.0 | 104.7 | 112.3 | 129.8 |
| Mexico | 6.7 | 57.2 | 108.3 | 178.8 |
| Canada | 85.1 | 86.8 | 97.3 | 96.5 |
| Norway | 41.6 | 39.1 | 64.9 | 68.0 |
| Peoples Republic of China | .9 | .0 | 14.4 | 15.3 |
| Poland | 31.7 | 10.8 | .0 | 39.8 |
| World Total | 2865.2 | 3315.4 | 4393.2 | 5208.1 |

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, pp. 16-25.

## XVII. Agricultural Exports

Table 12. U.S. Agricultural Exports: Major Countries of Destination, Value Commodity Group, in Millions of Dollars, Calendar Years 1975-78.

WHEAT AND FLOUR

| Country | 1975 | 1976 | 1977 | 1978 |
|---|---|---|---|---|
| USSR | 666.6 | 250.0 | 426.8 | 355.8 |
| Japan | 506.1 | 522.3 | 374.5 | 431.9 |
| South Korea | 269.4 | 259.2 | 201.7 | 215.1 |
| Egypt | 168.5 | 215.8 | 179.5 | 202.6 |
| Iran | 137.6 | 51.7 | 132.7 | 154.6 |
| Venezuela | 110.6 | 101.8 | 78.3 | 101.8 |
| Brazil | 275.3 | 224.2 | 75.1 | 349.0 |
| Netherlands | 129.8 | 93.6 | 69.9 | 119.9 |
| Algeria | 185.0 | 71.6 | 66.8 | 85.2 |
| China (Taiwan) | 72.2 | 77.9 | 63.9 | 77.6 |
| Bangladesh | 124.7 | 10.6 | 51.3 | 59.8 |
| Indonesia | 49.7 | 55.8 | 50.9 | 71.2 |
| Peru | 108.7 | 53.6 | 46.2 | 53.5 |
| Mexico | 13.0 | .3 | 41.3 | 88.8 |
| Morocco | 53.7 | 86.1 | 40.4 | 87.3 |
| Colombia | 52.3 | 47.0 | 37.3 | 52.0 |
| Iraq | 13.7 | 18.8 | 18.9 | 83.8 |
| Pakistan | 143.0 | 57.1 | .3 | 189.9 |
| World Total | 5292.7 | 4039.8 | 2882.5 | 4532.0 |

Source: ERS/USDA, Foreign Agricultural Trade of the United States, June 1978, pp. 16-25.

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Table 13. Value of Export Shares of Agricultural Commodities for Ohio, in Millions of Dollars, Fiscal Years 1975-1978.

| Product | 1975 | 1976 | 1977 | 1978 |
|---|---|---|---|---|
| Wheat and Flour | 188.6 | 165.1 | 103.2 | 155.5 |
| Feed Grain, total | 229.7 | 282.3 | 303.2 | 323.8 |
| Cotton, including linters | -- | -- | -- | -- |
| Soybeans and products | 221.7 | 213.7 | 349.4 | 436.6 |
| Peanuts and oil | -- | -- | -- | -- |
| Cottonseed oil | -- | -- | -- | -- |
| Tobacco, unmanfactured | 3.7 | 4.6 | 5.2 | 5.6 |
| Fruits and preparations | 1.8 | 2.2 | 2.1 | 1.6 |
| Nuts and preparations | -- | -- | -- | -- |
| Vegetables and preparations | 1.9 | 3.7 | 3.8 | 2.8 |
| Dairy products | 6.4 | 7.2 | 8.5 | 7.3 |
| Meats and products | 10.1 | 17.9 | 17.0 | 16.0 |
| Hides and skins | 9.6 | 15.6 | 19.7 | 18.7 |
| Poultry products | 1.7 | 3.7 | 4.1 | 4.9 |
| Lard and tallow | 7.3 | 8.8 | 11.1 | 9.8 |
| Other | 58.6 | 67.7 | 67.9 | 73.3 |
| Ohio Total | 784.9 | 846.9 | 961.9 | 1055.9 |
| U.S. Total | 21,854.3 | 22,760.4 | 23,973.9 | 27,298.9 |

Source: Foreign Agricultural Trade of the United States, February 1978 and March/April 1979.

## XVIII. How Far Can You Go On A Gallon of Gas?

### A. Objectives

1. Students will be able to calculate miles that can be driven in different makes of automobiles in various countries for $10.00.
2. Students will be able to calculate the cost of traveling from their town to another city in Ohio and return using 1976, 1978, and current gasoline costs.
3. Students will be able to state that Americans generally pay less per gallon of gasoline than do most of the world's people.
4. Students will be able to read charts, graphs, and pictographs in order to interpret data.

### B. Materials

1. Highway maps of Ohio available from local petroleum products distributors or from the State of Ohio (See Teacher Notes, Lesson VII).
2. 1980 Gas Mileage Guide available from local automobile sales offices. Information in these pamphlets is based on tests conducted by the Environmental Protection Agency (E.P.A.).
3. Lesson XVIII. Studyguide
4. Graphs and charts included with this lesson.

### C. Procedures

1. Have the students select an automobile from the E.P.A. list or the 1980 Gas Mileage Guide that they would like to drive.
    a. Each student should plan a trip in Ohio leaving from their hometown and returning to it.
    b. Using the formula - Miles Driven divided by the E.P.A. estimated miles per gallon and multiplied by the costs per gallon - will provide an estimate for the cost of the trip. (See Teacher Notes)

        1. Example: Car: Chevrolet Citation = 24 m.p.g.
        Trip: Dayton to Cincinnati = 90 miles and return

        Cost of
        Gasoline: July, 1978 $.66

        $\frac{90}{24}$ = 3.75 gallons x $.66 = $2.48

2. Have the students select an autombile they would like to drive on a trip in a foreign country.

OHIO COUNCIL FOR THE SOCIAL STUDIES

a. Tell the students that they each have $10.00 converted to local currency with which to purchase gasoline in one of the countries shown on the pictograph of the gas pumps.

b. Have the students calculate the number of miles they could travel on that amount of money.

c. Have the students, using their Ohio road maps, calculate how far they could travel in Ohio if gasoline was the same price in our state as it is in various other nations.

3. Have the students complete Lesson XVIII. Studyguide using the graphs and charts included with this lesson. Use that data in conjunction with a class discussion. Additional questions may be prepared by the teacher.

D. Discussion Questions

1. How do gasoline prices in your hometown and in the U.S. generally compare to other parts of the world?
2. How would your driving habits be affected if you lived in Finland?
3. What is the relationship between gasoline prices and cars that people buy? How would this relationship vary from the U.S., to Japan, to Finland, and to other countries?
4. What is the relationship between gas prices and the amount of gasoline consumed? What conclusions can you draw about U.S. gasoline consumption?
5. What else besides the gasoline prices might affect the kind of cars people buy?
6. Can you create energy policy for the United States? What major components should that policy include?
7. What has the President and Congress done with regard to a comprehensive energy program for the United States?
8. Can you suggest other ways in which citizens of this country might conserve on petroleum consumption?

E. Teacher Notes

1. Current prices for gasoline may be secured by writing to:

American Petroleum Institute
1801 K. Street, N.W.
Washington, D.C. 20006
Telephone: 202-457-7007

(Data is available as of July 31st of each year.)

2. Oil Petroleum Exporting Nations (OPEC) prices were in such a state of fluctuation at the time this lesson was prepared that accurate data with regard to petroleum prices were simply not available.

Lesson XVIII. Studyguide

Directions: Using the data available with this lesson, you are to answer the following questions.

1. Which of the automobiles would you buy if you wanted to get the most miles per gallon (MPG)? ______________

2. Which of the listed automobiles wouldn't you buy if you wanted the most MPG? ______________

3. Choose your favorite car from all those available. How can you justify your choice in terms of trying to conserve gasoline or diesel fuel? __________

4. Can you explain why the amount of crude oil imported in this country has continued to rise? (Use the graph "U.S. Crude Oil Imports" and the chart "Estimated Number of Vehicles in Use" to answer this question.) ____________

5. The number of private automobiles in the United States increased by 56% in the years 1955 to 1975. Which country had the largest percentage increase in automobiles in the same period? ______________

How can you explain why that country had such a rapid increase in the number of privately owned automobiles in that period? ______________

6. Which country had the smallest increase in the numbers of commercial vehicles available per 1000 population? ______________

7. Does this mean that that nation had the same number of trucks and buses available in 1975 as it did in 1955? Explain: ______________

8. Can you explain why, using the same graph, the world's demand for petroleum rose so rapidly in the period 1955 to 1975? ______________

OHIO COUNCIL FOR THE SOCIAL STUDIES

9. What fraction of the petroleum used in the United States was imported?

| 1970 | 1975 | 1979 |
|---|---|---|
| ____________ | ____________ | ____________ |
| ____________ | ____________ | ____________ |

10. Can you explain why the demand for small cars in the U.S. rose rapidly in the years 1971 to 1975? ________________________________________

________________________________________________________________

11. What happened to the demand for small automobiles in the years 1975 to 1979?

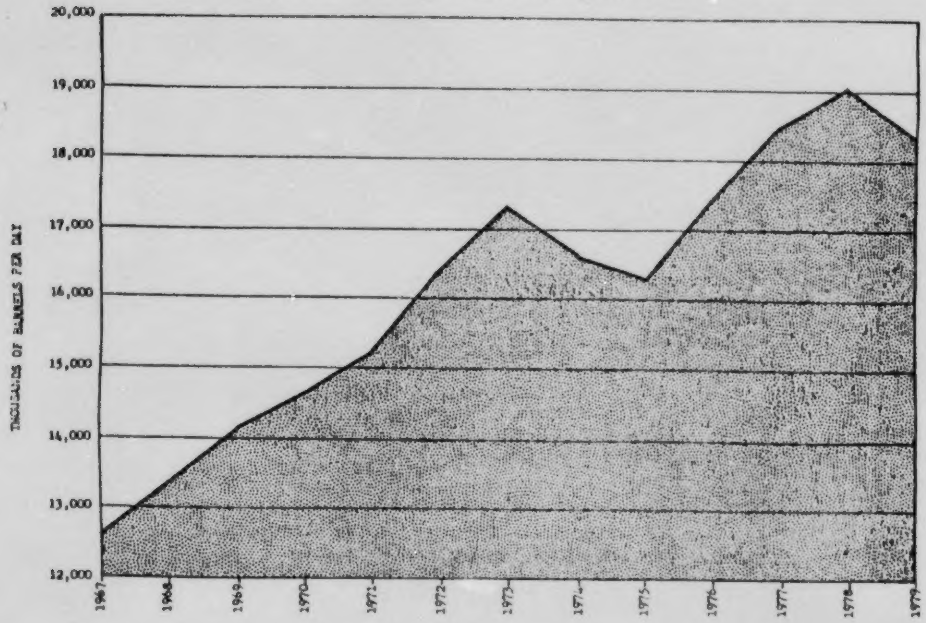
______________________ Explain why this happened. ______________________

________________________________________________________________

________________________________________________________________

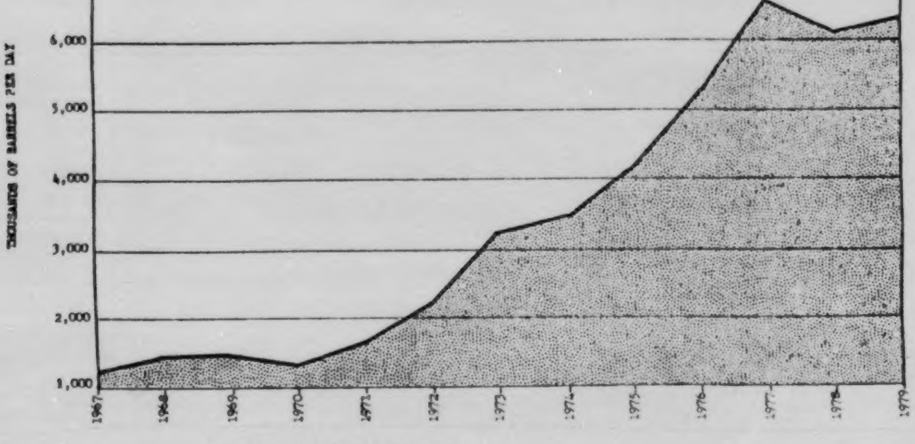
Lesson XVIII.

U.S. demand for petroleum products



Source: American Petroleum Institute

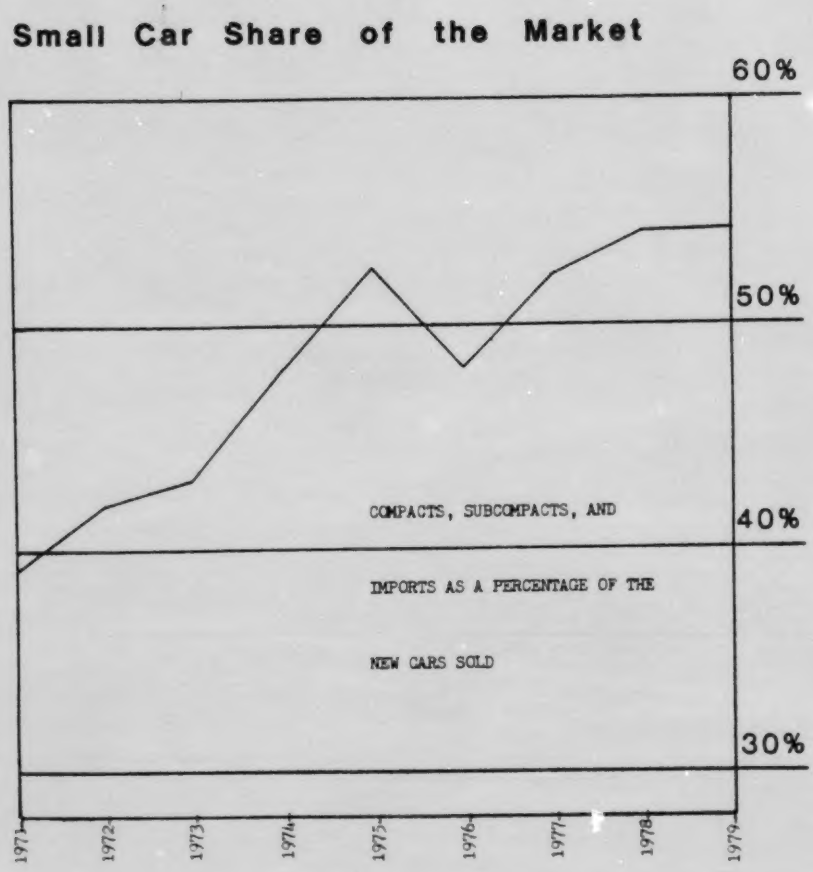
U.S. crude oil imports



Source: American Petroleum Institute

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XVIII.



OHIO COUNCIL FOR THE SOCIAL STUDIES

esson XVIII. HOW FAR CAN YOU GO ON A GALLON OF GAS?

## 1980 ENVIRONMENTAL PROTECTION AGENCY MILEAGE ESTIMATES FOR AUTOMOBILES SOLD IN THE UNITED STATES

| CLASS | BEST MAKE | MPG | WORST MAKE | MPG |
|---|---|---|---|---|
| TWO-SEATERS | Fiat X1/9 - 5 speed manual | 25 mpg | Chevrolet Corvette - 3 speed automatic | 14 mpg |
| | Fiat Spider - 5 speed manual | 22 mpg | Triumph TR - 5 speed manual | 14 mpg |
| | Triumph Spitfire - 4 speed manual | 22 mpg | | |
| MINI-COMPACTS | Honda Civic - 5 speed manual | 36 mpg | Ford Pinto - 3 speed automatic | 22 mpg |
| | Honda Civic - 4 speed manual | 35 mpg | Lincoln-Mercury Bobcat - 3 speed automatic | 22 mpg |
| | Renault Le Car - 4 speed manual | 30 mpg | Dodge Celeste - 3 speed automatic | 23 mpg |
| | | | Plymouth Arrow - 3 speed automatic | 23 mpg |
| SUB-COMPACTS | Volkswagen Rabbit (diesel) - 5 speed manual | 42 mpg | Pontiac Firebird (turbo) - 3 speed automatic | 14 mpg |
| | Volkswagen Rabbit (diesel) - 4 speed manual | 40 mpg | Pontiac Firebird - 4 speed manual | 15 mpg |
| | Dodge Colt - 4 speed manual | 37 mpg | Oldsmobile Starfire - 4 speed manual | 15 mpg |
| COMPACTS | Fiat Strada - 5 speed manual | 25 mpg | Rolls Royce Camargue - 3 speed automatic | 10 mpg |
| | Buick Skylark - 4 speed manual | 24 mpg | Rolls Royce/Bentley - 3 speed automatic | 10 mpg |
| | Oldsmobile Omega - 4 speed manual | 24 mpg | Lincoln/Mercury Versailles - 3 speed automatic | 15 mpg |
| MID-SIZE | Chevrolet Citation - 4 speed manual | 24 mpg | Cadillac Seville - 3 speed automatic | 14 mpg |
| | Pontiac Phoenix - 4 speed manual | 24 mpg | Cadillac Eldorado - 3 speed automatic | 14 mpg |
| | Ford Fairmont - 4 speed automatic | 23 mpg | | |
| | Lincoln/Mercury Zephyr - 4 speed manual | 23 mpg | | |
| LARGE | Chevrolet Impala/Caprice - 3 speed automatic | 18 mpg | Plymouth Gran Fury - 3 speed automatic | 14 mpg |
| | Buick LeSabre - 3 speed automatic | 18 mpg | Dodge St. Regis - 3 speed automatic | 14 mpg |
| | Oldsmobile Delta 88 - 3 speed automatic | 18 mpg | Chrysler Newport/New Yorker - 3 speed automatic | 14 mpg |

## VIII. ESTIMATED NUMBER OF VEHICLES IN USE[1]

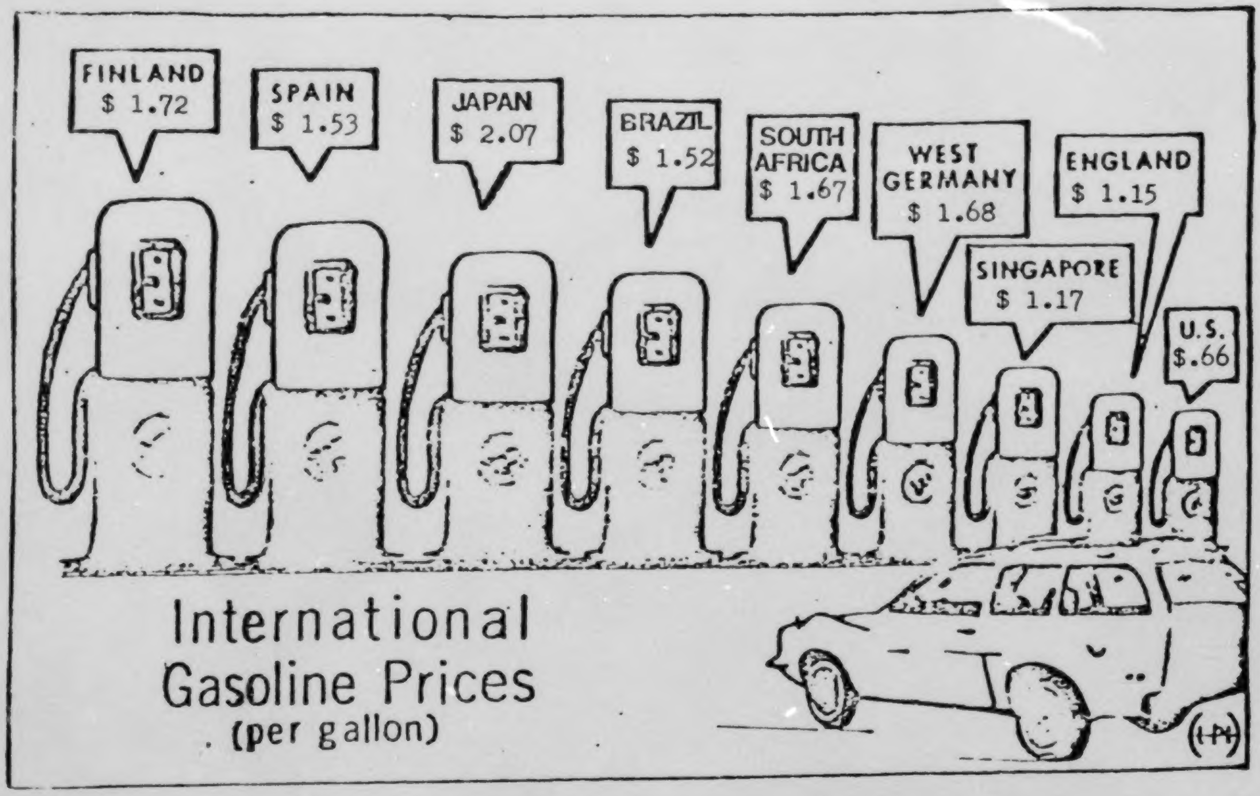
| Selected Countries | Per 1,000 Population | | | | | |
|---|---|---|---|---|---|---|
| | Private | | | Commercial | | |
| | 1975 | 1965 | 1955 | 1975 | 1965 | 1955 |
| U.S.A. | 492 | 385 | 314 | 114 | 73 | 64 |
| New Zealand | 375 | 271 | 170 | 66 | 61 | 53 |
| Canada | 363 | 269 | 187 | 87 | 69 | 62 |
| Australia | 356 | 255 | 146 | 85 | 77 | 71 |
| Sweden | 334 | 232 | 88 | 20 | 18 | 16 |
| France | 288 | 196 | 69 | 40 | 45 | 30 |
| U. K. | 239 | 170 | 69 | 34 | 33 | 23 |
| Germany (West) | 291 | 158 | 36 | 22 | 15 | 22 |
| Kuwait | 180 | 123 | NA* | 61 | 46 | NA* |
| Austria | 229 | 109 | 21 | 59 | 41 | 9 |
| Italy | 253 | 106 | 18 | 27 | 13 | 8 |
| Netherlands | 245 | 104 | 25 | 25 | 19 | 11 |
| South Africa | 81 | 63 | 42 | 31 | 16 | 12 |
| Venezuela | 47 | 44 | 24 | 16 | 19 | 16 |
| Argentina | 78 | 41 | 18 | 34 | 26 | 14 |
| Israel | 79 | 30 | 10 | 34 | 16 | 10 |
| Spain | 132 | 25 | 5 | 29 | 12 | 3 |
| Japan | 151 | 22 | 2 | 90 | 44 | 3 |
| Mexico | 37 | 18 | 10 | 13 | 9 | 8 |
| Braxil | 33 | 14 | 6 | 9 | 12 | 6 |
| Morocco | 17 | 12 | 11 | 7 | 6 | 5 |
| Kenya | 9 | 8 | 4 | 2 | 1 | 4 |
| Poland | 31 | 8 | 1 | 12 | 6 | 3 |
| Colombia | 13 | 7 | 6 | 4 | 6 | 5 |
| Philippines | 8 | 5 | 2 | 5 | 3 | 3 |
| India | 1 | 1 | 1 | 1 | 1 | NA* |

[1] Oxford *Economic Atlas*

*Data Not Available

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XVIII Pictograph[1]



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1. Based on a drawing which appeared in The Herald Times, Bloomington, Indiana January 1, 1979.

2. Prices shown here are calculated on prices as of July 31, 1978. Source: U.S. Department of Energy.

OHIO COUNCIL FOR THE SOCIAL STUDIES

## XIX. Taking a Trip Abroad

### A. Objectives

1. Student will be able to analyze data from charts in order to state that Ohioans have become more closely involved with the world's peoples through travel.

2. Students will be able to list the various steps necessary in planning a foreign trip.

3. Students will be able to list characteristics of a particular nation such as points of interest, population centers, historical spots, products, and societal characteristics.

### B. Materials

1. Studyguide XIX.

2. Charts included with this lesson.

3. Magazines and travel folders (See Teacher Notes).

4. Passport Applications (See Teacher Notes).

### C. Procedures

1. Give the students Studyguide XIX and the charts included with this lesson.

    a. When they have completed the studyguide, have a class discussion in which the entire class shares their individual answers.

    b. The studyguide may be completed as a class project.

2. Ask students to select a country they would like to visit if they had a two-week vacation and the necessary money needed to travel to some other area of the world.

    a. Have the class make a list of the things they would need to do before they could make such a trip.

    b. Have the pupils make out a passport application.

        1. The teacher may need to provide explanations and guidance while the pupils fill out their application.
        2. Discuss why the information requested is necessary for the United States Department of State to be able to issue a passport to an individual.
        3. Describe why a passport is needed when traveling to most of the nations of the world.
        4. The teacher may bring his/her passport to class so that the pupils can look it over. Pupils, their parents, or their friends may be willing to allow other pupils to look at the passports which they used when traveling abroad.

D. Have the pupils plan an imaginary trip to the country they have chosen. This may be done individually or in small groups.

1. The pupils are to find out about the country they plan to visit and prepare a report of their trip. This can be done in one of the following ways:

    a. Write a diary or journal describing the trip.

    b. Write an article for a magazine or a newspaper series describing the trip.

    c. Give an oral presentation to the class describing the trip.

    d. Using pictures from magazines and travel folders make a scrapbook of the trip.

2. The presentation should include the following information about your trip:

    a. How I got there.

    b. Kind of clothes I needed.

    c. The money needed in the country I visited.

    d. Food I ate.

    e. Description of my favorite city.

    f. At least 3 historical sites I visited (a description of each).

    g. Personal reactions to my trip.

    h. Souvenirs I brought home.

3. Encourage the students to use their imaginations in describing their trip.

4. After completing the imaginary trip, invite a local person(s) or student(s) who have traveled outside the U.S. to talk to the class about their experiences.

E. Teacher Notes

1. Passport Applications and up-to-date statistics on the number of passports can be obtained by writing to:
    Passport Office
    U.S. Department of State
    Washington, D.C.

2. Passport Applications (Form DSP-11) are available at the offices of the Clerk of Court in the County Courthouse in each county in Ohio.

E. Teacher Notes (continued)

3. Local travel agents, international airlines, and embassies and/or consulates of various nations may be able to supply pupils with pictures and other travel data about each county chosen.

    a. The teacher can get the addresses of the embassies by using a telephone directory of Washington, D.C. Local directories are often available in local public or university libraries.

    b. A list of the nations who maintain consulates in Ohio is included in Lesson VIII.

XIX. Studyguide

Directions: Use the data included from the charts included with this lesson to answer the following questions:

1. Did the total number of passports issued in the U. S. in 1978 increase or decrease from 1977? ______________________________
   Were there more or fewer passports issued in Ohio in the same period?
   __________
   How does Ohio's record compare to other states in our area?
   ______________________________
   ______________________________

2. Review the passport data for the years 1920-1978 and answer the following questions:
   a. Why did the number of passport applications drop drastically between the years 1930 and 1933? ______________________________
      ______________________________
   b. Why did the same thing happen during the first few years of the 1940's? ______________________________
      ______________________________
   c. In general, historically, when have a large number of Americans traveled abroad? ______________________________
      ______________________________
   d. Again, in general, when have Americans not traveled abroad?
      ______________________________
      ______________________________
      ______________________________

3. Look carefully at the data with regard to the number of passports issued and renewed in the years from 1920 to 1978.
   a. Have the number of passports issued and renewed increased or decreased? ______________________________
      What percentage of increase or decrease was there in that period?
      __________
   b. Can you explain why Ohioans, and Americans in general, have been a part of this trend? ______________________________
      ______________________________
      ______________________________

4. Which area of the world did Ohioans choose most often as their first area of destination? ______________________________
   What was the second most popular area of destination for Ohioans?
   ______________________________
   Which area was the least popular with people in our State?
   ______________________________

(No. 4 continued)

OHIO COUNCIL OF THE SOCIAL STUDIES

4. (continued)
List some reasons why you think Ohioans chose to travel to the places shown on the graphs. ____________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. Which areas would you choose to travel to if you were given a choice?
________________________________________________________________________
________________________________________________________________________

6. What reasons can you give for wanting to travel to that area?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. How does your choice compare to the favorite choice of other Ohioans as shown on the 1978 data? ________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**BEST COPY AVAILABLE**

DEPARTMENT OF STATE

## PASSPORT APPLICATION

(PASSPORT OFFICE USE ONLY)

R D O DP Endorsement

A

**TO BE COMPLETED BY ALL APPLICANTS**

(First name) (Middle name) (Last name)

I, ____________________

a citizen of the United States, do hereby apply to the Department of State for a passport.

MAIL PASSPORT TO:

IN CARE OF (If applicable): __________

STREET __________

CITY __________ STATE ______ ZIP CODE ______

PHONE NO. Area Code: ____ Home: ______ Business: ______

| | | | | |
|---|---|---|---|---|
| SEX (M-F) | BIRTHPLACE (City, State or Province, Country) | BIRTH DATE<br>Month Day Year | | |
| DEPARTURE DATE | HEIGHT<br>__ Ft. __ In. | COLOR OF HAIR | COLOR OF EYES | |
| PERMANENT RESIDENCE (Street address, City, State, ZIP Code) | | | SOCIAL SECURITY NO. (Not mandatory) | |

**APPLICANT'S EVIDENCE OF CITIZENSHIP**

☐ Birth Certificate SR CR City

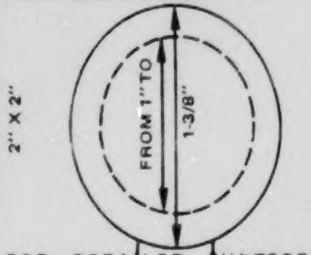
☐ Certificate of Naturalization or Citizenship

☐ Passport

Bearer's Name:

No.: Filed/Issued:

Place: ☐ Seen & Returned



FOR DETAILED PHOTOGRAPH REQUIREMENTS, SEE ATTACHED INFORMATION SHEET. ACCEPTANCE AGENT WILL STAPLE PHOTO OF BEARER HERE.

IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Not mandatory) (Do not give name of person who will accompany you when traveling)

Name in full: Relationship:

Address: Phone No.:

| | | | |
|---|---|---|---|
| FATHER'S NAME | BIRTHPLACE | BIRTH DATE | U.S. CITIZEN<br>☐ Yes ☐ No |
| MOTHER'S MAIDEN NAME | BIRTHPLACE | BIRTH DATE | U.S. CITIZEN<br>☐ Yes ☐ No |

☐ I WAS LAST MARRIED ON ________ TO (Wife's/Husband's full legal/maiden name - complete whether married, widowed or divorced)

☐ I WAS NEVER MARRIED

HAVE YOU OR ANYONE INCLUDED IN SECTION B OF THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? ☐ Yes ☐ No

IF YES, SUBMIT PASSPORT. IF UNABLE TO SUBMIT MOST RECENT PASSPORT, STATE ITS DISPOSITION: No.: Issue Date:

B

ACCEPTANCE AGENT WILL STAPLE PHOTO OF INCLUSION(S) HERE.

AGENT SHALL NOT IMPRESS SEAL ON ANY PHOTOGRAPHS.

PHOTO REQUIREMENTS FOR PERSON(S) TO BE INCLUDED

See detailed photograph requirements on the attached information sheet.

Photo must be ONLY of person(s) to be included (other than passport bearer). When more than one person is to be included, a group photo of the inclusions is required.

**COMPLETE IF CHILDREN OR BROTHERS AND SISTERS UNDER AGE 13, AND/OR WIFE/HUSBAND, ARE TO BE INCLUDED AND SUBMIT PHOTO**

| | | |
|---|---|---|
| WIFE'S/HUSBAND'S FULL LEGAL NAME | | |
| BIRTHPLACE (City, State or Province, Country) | BIRTH DATE (Mo., Day, Yr.) | |
| CHILD(REN)'S NAME(S) IN FULL | BIRTHPLACE(S) (City, State or Country) | BIRTH DATE(S) (Mo., Day, Yr.) |

(PASSPORT OFFICE USE ONLY)

WIFE'S/HUSBAND'S EVIDENCE

☐ Seen & Returned

CHILD(REN)'S EVIDENCE

☐ Seen & Returned

I have not (and no other person included in this application has), since acquiring United States citizenship, performed any of the acts listed in section I on the reverse of this application form (unless explanatory statement is attached). I solemnly swear (or affirm) that the statements made on all of the pages of this application are true and the photograph(s) attached is (are) a likeness of me and of those persons to be included in the passport.

__________ (SEAL) __________

(To be signed at same time by husband/wife to be included in passport) (To be signed by Applicant in presence of person administering oath)

Subscribed and sworn to (affirmed) before me this ______ day of ______ 19 ____ .

Clerk of the ______, Postal Employee/Passport Agent at ______ __________

(Signature of person authorized to accept application)

(PASSPORT OFFICE USE ONLY)

120

FEE ______ EXEC. ______ POST. ______

FORM 1-78 DSP-11

PLEASE TYPE OR PRINT CLEARLY IN INK (Pencil is not acceptable)
(OVER – YOU MUST COMPLETE PAGE 2)

FORM APPROVED
O.M.B. No. 47–R0051

FORM DSP-11 1-78

BEST COPY AVAILABLE

C

## TO BE COMPLETED BY ALL APPLICANTS

| | | |
|---|---|---|
| OCCUPATION | ISIBLE DISTINGUISHING MARKS | COUNTY OF RESIDENCE (Not mandatory) |

D

## APPLICANT MUST COMPLETE FOLLOWING IF MARRIED, WIDOWED OR DIVORCED

| | | | |
|---|---|---|---|
| WIFE'S/HUSBAND'S BIRTH | WIFE S SBAND'S BIRTH DATE | U.S. CITIZEN<br>☐ Yes ☐ No | ☐ MARRIAGE NOT TERMINATED<br>☐ MARRIAGE TERMINATED BY ☐ DEATH ☐ DIVORCE<br>ON (Date) |

E

## WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931

| | | |
|---|---|---|
| I WAS PREVIOUSLY MARRIED ON | TO (Full legal name) | WHO WAS BORN AT (City, State, Country) |
| ON (Date of birth) | ☐ FORMER HUSBAND WAS U.S. CITIZEN<br>☐ FORMER HUSBAND WAS NOT U.S. CITIZEN | PREVIOUS MARRIAGE TERMINATED BY ☐ DEATH ☐ DIVORCE<br>ON (Date) |

F

## COMPLETE IF APPLICANT OR A SON INCLUDED IN SECTION B WAS NOT BORN IN THE UNITED STATES AND CLAIMS CITIZENSHIP THROUGH PARENT(S)

| | | | |
|---|---|---|---|
| ENTERED THE U.S. (Month Year)<br>☐ Appl<br>☐ Wife<br>☐ Husb<br>☐ Chil | IF FATHER NATURALIZED:<br>Date<br>Before (Name of Court) | Certificate No.<br>Place (City, State) | IF KNOWN, FATHER'S RESIDENCE/ PHYSICAL PRESENCE IN U.S.<br>From (Year) To (Year) |
| RESIDENCE CONTINUOUS P PRESENCE IN U.S. From(Yea ear)<br>☐ Applicant<br>☐ Wife<br>☐ Husband<br>☐ Child | IF MOTHER NATURALIZED:<br>Date<br>Before (Name of Court) | Certificate No.<br>Place (City, State) | IF KNOWN, MOTHER'S RESIDENCE/ PHYSICAL PRESENCE IN U.S.<br>From (Year) To (Year) |

G

## PROPOSED TRAVEL PLANS (For statistical reporting purposes—Not Mandatory)

| | | | | | |
|---|---|---|---|---|---|
| PURPOSE OF TRIP | MEANS OF TRANSPORTATION | Ship | Air | Other | COUNTRIES TO BE VISITED |
| | Departure | ☐ | ☐ | ☐ | |
| PROPOSED LENGTH OF STAY | Return | ☐ | ☐ | ☐ | |
| | DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD? | | | | |
| NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS | ☐ Yes ☐ No IF SO, WITHIN<br>☐ 1 Year ☐ 2 Years ☐ 5 Years | | | | |

H

## PRIVACY ACT STATEMENT

The information solicited on this form is authorized by, but not limited to, those statutes codified in Titles 8, 18, and 22, United States Code, and all predecessor statutes whether or not codified, and all regulations issued pursuant to Executive Order 11295 of August 5, 1966. The primary purpose for soliciting the information is to establish citizenship, identity and entitlement to issuance of a United States Passport or related facility, and to properly administer and enforce the laws pertaining thereto.

The information is made available as a routine use on a need-to-know basis to personnel of the Department of State and other government agencies having statutory or other lawful authority to maintain such information in the performance of their official duties; pursuant to a subpoena or court order; and, as set forth in Part 6a, Title 22, Code of Federal Regulations (See Federal Register Volume 40, pages 45755, 45756, 47419 and 47420).

Failure to provide the information requested on this form may result in the denial of a United States Passport, related document or service to the individual seeking such passport, document or service.

NOTE: The disclosure of your Social Security Number or of the identity and location of a person to be notified in the event of death or accident is entirely voluntary. However, failure to provide this information may prevent the Department of State from providing you with timely assistance or protection in the event you should encounter an emergency situation while outside the United States.

I

## ACTS OR CONDITIONS

(If any of the below-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)

I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state; taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state; entered or served in the armed forces of a foreign state; accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state; ever sought or claimed the benefits of the nationality of any foreign state; or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.

WARNING: False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and/or imprisonment under the provisions of 18 USC 1001 and/or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and/or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and/or imprisonment under 18 USC 1544. All statements and documents submitted are subject to verification.

J

## (FOR USE OF APPLICATION ACCEPTANCE AGENT ONLY)

| | | | |
|---|---|---|---|
| APPLICANT'S IDENTIFYING DOCUMENT(S) | | IDENTIFYING DOCUMENT(S) OF WIFE/HUSBAND TO BE INCLUDED IN PASSPORT | |
| ☐ Certificate of Naturalization or Citizenship | No.: | ☐ Certificate of Naturalization or Citizenship | No.: |
| ☐ Passport | Issue Date: | ☐ Passport | Issue Date: |
| ☐ Driver's License | Place of Issue: | ☐ Driver's License | Place of Issue: |
| Other (Specify): | Issued in Name of: | ☐ Other (Specify): | Issued in Name of: |

# INFORMATION FOR PASSPORT APPLICANTS

## A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

## B. WHERE TO APPLY

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court or State court of record, or a judge or clerk of any probate court, accepting applications; or (c) a postal employee designated by the postmaster at a post office which has been selected to accept passport applications (postal employees have been designated only in certain areas).

2. Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

3. *Under certain circumstances*, a person who is the bearer of a passport issued within eight years prior to the date of a new application *and* who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, Application for Passport by Mail, from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

DETACH HERE

## C. WHO MAY BE INCLUDED

A wife or husband who is to be included in the passport must appear in person with the applicant and also sign the application. Unmarried children under the age of 13 years who are to be included in a passport application are not required to appear in person. An unmarried person who has attained the age of 13 years must obtain a passport in his/her own name. (NOTE: A person included in the passport of another may not use the passport for travel unless accompanied by the bearer.)

## D. VALIDITY OF THE PASSPORT - NUMBER OF PAGES REQUIRED

Unless specifically limited by the Secretary of State to a shorter period of validity, passports are valid for 5 years from the date of issue. If you obtain a passport and thereafter require additional visa pages before your passport expires, you can obtain them from any Agency listed in Section B-2, above. *Be sure to order either a 48-page or 96-page passport at the time of application if you are planning to travel abroad extensively.*

## E. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. *Applicants Who Were Issued or Included in Passports Previously.* A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted, other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. *Applicants Who Are Applying for Their First Passport.*

a. *Citizenship by Birth in the United States.* A person born in the United States shall present his birth certificate. To be acceptable the certificate must show the birth record was filed shortly after birth and must be certified with the registrar's signature and the raised, impressed or multi-colored seal of his office. Uncertified copies of birth certificates are not acceptable. A delayed birth certificate (a record filed more than one year after the date of birth) is acceptable provided that it shows that the report of birth was supported by acceptable secondary evidence of birth as described below.

If such primary evidence is not obtainable, a notice from the registrar shall be submitted stating that no birth record exists. The notice shall be accompanied by the best obtainable secondary evidence such as a baptismal certificate, a certificate of circumcision, a hospital birth record, affidavits of persons having personal knowledge of the facts of the birth or other documentary evidence such as early census, school, or family bible records, newspaper files and insurance papers. A personal knowledge affidavit should be further supported by at least one public record reflecting birth in the United States. Secondary evidence should be created as close to the time of birth as possible.

All documents submitted as evidence of United States citizenship by birth shall include the given name and surname, the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents, will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. *Citizenship by Naturalization.* A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. *Citizenship Through Parent(s).* If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) *When Citizenship Was Acquired Through Naturalization of Parent or Parents.* Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) *When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents.* A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, parents' marriage certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence or physical presence in the United States and abroad (specifying precise periods in U.S. Armed Forces, in other U.S. Government employment, with qualifying international organization, or as a dependent of such person) before birth of applicant shall be submitted.

d. *Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931.* Evidence requirements for persons in these categories should be discussed with the person executing the application.

## F. PHOTOGRAPHS

1. *Number and Recency of Photographs Required.* Two identical photographs of the passport bearer plus two identical photographs of any inclusions which have been taken within 6 months of the date of the application and which portray a good likeness of and satisfactorily identify the applicant and included persons shall be presented with the application. Photographs should be taken in normal street attire, without a hat. Dark glasses are not acceptable unless required for medical

reasons. Only applicants who are in the active service of the Armed Forces and who are proceeding abroad in the discharge of their duties may submit photographs in the uniform of the Armed Forces of the United States.

2. *Photographs of the Passport Bearer.* Individual photographs of the passport bearer are required at all times. No joint photographs of the bearer and included person(s) will be acceptable.

a. *Size.* Photographs shall be 2 x 2 inches in size. The image size measured from the bottom of the chin to the top of the head (including hair) shall be not less than 1 inch nor more than 1 3/8 inches.

b. *Signature.* Photographs must be signed both on the front left-hand side without marring the features and in the center on the reverse of the photograph. The signature on the photographs must agree with the signature of the application.

3. *Photographs of Inclusions.* When a wife/husband and/or children are to be included in the passport, two additional photographs shall be submitted showing only the inclusion(s). When more than one person is to be included, a group photograph of the inclusions is required.

a. *Size.* Photographs shall be 2 x 2 inches in size. When one person is to be included, the image size measured from the bottom of the chin to the top of the head (including hair) shall be not less than 1 inch nor more than 1 3/8 inches. When more than one person is to be included, the images should be of sufficient size for identification purposes.

b. *Signature.* Photographs of inclusions must be signed by the passport applicant (bearer) on the reverse of the photograph.

4. *Photographs May Be in Color or in Black and White.* Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

5. *Quality of Photographs.* The Passport Office welcomes photographs which depict the applicant as relaxed and smiling. Photographs shall be clear, front view, full face and shall be printed on thin, non-glossy paper with a light, plain background. Prints shall be capable of withstanding a mounting temperature of up to 225 degrees Fahrenheit (107 degrees Celsius) for 30 seconds. Most vending machine prints will not withstand the mounting temperature and therefore are not acceptable. Also, magazine or full length photographs are not acceptable.

## G. IDENTIFICATION

The applicant and husband/wife to be included in the passport must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. *Personal Knowledge of Identity.* If the applicant is personally known to the person executing the application, no further identification is required.

2. *Documents to Prove Identity.* The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

a. Previous United States passport;

b. A certificate of naturalization or of derivative citizenship;

c. Driver's license (not temporary or learner's license);

d. A governmental (Federal, State, municipal) identification card or pass.

As a general rule, the following documents are not acceptable as evidence of identity:

a. Social Security Card;

b. Learner's or temporary driver's permit;

c. Credit cards of any type;

d. Membership card in local social organizations, clubs, etc.;

e. Any temporary identity card or document;

f. Any document which has been altered or changed in any manner.

3. *Witness in Lieu of Documents.* If the applicant is not able to establish his identity by personal knowledge or by one of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen or a permanent resident alien of the United States. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport applicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

## H. PASSPORT FEES

1. *Amount of Fees*

a. *Execution Fee.* A fee of $3 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport.

b. *Passport Fee.* The fee for a passport is $10. No fee is charged persons who apply for No-Fee passports and who submit appropriate No-Fee authorizations from the government or military organization sponsoring their travel.

Passport fees and No-Fee authorizations shall accompany this application. No other fee except special postage should be paid.

2. *Form of Fee.* The following forms of remittance are acceptable:

a. Bank draft or cashier's check;

b. Check - certified, personal, travelers;

c. Money order - United States Postal, International, currency exchange, bank.

When applying at a Passport Agency, Federal court or authorized Post Office, the $10 passport fee and the $3 execution fee should be included in one remittance made payable to the Passport Office. When applying at a State court, the $10 passport fee should be made payable to the Passport Office and the $3 execution fee paid by whatever means the State court requires. Coin or currency should not be submitted unless application is made at one of the Passport Agencies shown in Section B-1.

## I. HOW TO AMEND A PASSPORT

*A passport may not be amended to exclude the bearer.* It may be amended at the request of the bearer to show a married name, to correct the personal data (except to change the photograph(s)), to include a wife or husband, to include any children or brothers and sisters under the age of 13 years, or to exclude a person previously included. Form DSP-19, Application for Amendment of Passport, must be personally presented to and executed by an authorized person noted in Section B-1 when a passport is to be amended to include an individual. A wife/husband to be included must also appear in person with the passport bearer and sign the application. A person may be included in and excluded from a passport once only. Form DSP-19 should also be used to request amendments other than inclusions, but need not be personally presented to or executed by an authorized person noted in Section B-1. Forms DSP-19 are available from the offices noted in Section B-1.

## J. IMMUNIZATION INFORMATION

Under the International Health Regulations adopted by the World Health Organization, a country, under certain conditions, may require International Certificates of Vaccination against smallpox, yellow fever, and cholera from international travelers. For return to the United States only an International Certificate of Vaccination against smallpox will be required if, within the preceding 14 days, a traveler has been in a country reporting smallpox. Certain immunizations and preventive measures are advisable for travelers to some countries. Specific information may be obtained from your local health department, physician, or private or public agency that advises international travelers.

☆U.S. GOVERNMENT PRINTING OFFICE: 1977-248-619/6623

## Table No. 1
## Passport Recipients
## According to Sex and Age Groups

| Age Groups | Male | Female | Total |
|---|---|---|---|
| Under 5......... | 46,340 | 45,800 | 92,140 |
| 5 - 9......... | 45,400 | 42,350 | 87,750 |
| 10 - 14......... | 55,230 | 57,800 | 113,030 |
| 15 - 19......... | 98,800 | 149,660 | 248,460 |
| 20 - 24......... | 118,070 | 163,840 | 281,910 |
| 25 - 29......... | 138,120 | 159,650 | 297,770 |
| 30 - 34......... | 148,560 | 135,340 | 283,900 |
| 35 - 39......... | 133,420 | 117,940 | 251,360 |
| 40 - 44......... | 122,460 | 103,510 | 225,970 |
| 45 - 49......... | 127,250 | 118,200 | 245,450 |
| 50 - 54......... | 137,830 | 141,340 | 279,170 |
| 55 - 59......... | 127,920 | 138,290 | 266,210 |
| 60 - 64......... | 100,050 | 109,670 | 209,720 |
| 65 - 69......... | 75,050 | 92,160 | 167,210 |
| 70 - 74......... | 47,090 | 60,360 | 107,450 |
| 75 - over....... | 33,610 | 43,361 | 76,971 |
| Total....... | 1,555,200 | 1,679,271 | 3,234,471 |

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No.1, U.S. Department of State.

### Table No. 2
### Passport Recipients by Occupation (NON-GOVERNMENT) and Proposed Length of Stay

| | TOTAL | UP TO 1 MO. | 1 - 2 MOS. | 2 - 6 MOS. | 6 - 12 MOS. | 1 - 2 YRS. | 2 - 4 YRS. | 4 YRS. or MORE | NOT STATED |
|---|---|---|---|---|---|---|---|---|---|
| Total Passport Recipients | 3,234,471 | 979,020 | 1,429,530 | 66,680 | 23,650 | 14,220 | 103,130 | 14,160 | 604,081 |
| TOTAL OCCUPATION | 2,899,580 | 944,450 | 1,253,020 | 60,110 | 21,200 | 12,320 | 76,130 | 11,100 | 521,250 |
| Independent Business or Profession...... | 925,640 | 279,800 | 482,420 | 9,710 | 3,970 | 2,090 | 5,650 | 500 | 141,500 |
| Student............. | 596,660 | 151,970 | 266,570 | 24,560 | 9,570 | 5,390 | 34,630 | 5,970 | 98,000 |
| Housewife........... | 543,390 | 143,740 | 281,710 | 6,190 | 1,980 | 1,470 | 23,850 | 2,610 | 81,840 |
| Skilled, Technical or Sales Worker.... | 417,260 | 185,470 | 112,510 | 8,910 | 2,890 | 1,870 | 5,050 | 1,120 | 99,440 |
| Retired............. | 173,670 | 73,830 | 47,990 | 5,030 | 850 | 230 | 170 | 20 | 45,550 |
| Teacher............. | 94,830 | 43,110 | 27,510 | 2,570 | 900 | 580 | 1,570 | 250 | 18,340 |
| Clerk-Secretary..... | 78,480 | 40,980 | 17,060 | 1,130 | 300 | 320 | 1,130 | 200 | 17,360 |
| Transportation and Travel............ | 22,450 | 7,050 | 6,660 | 170 | 150 | 80 | 150 | 20 | 8,170 |
| Religious........... | 18,290 | 6,970 | 3,800 | 450 | 190 | 110 | 3,680 | 410 | 2,680 |
| Entertainment....... | 14,330 | 5,220 | 3,210 | 870 | 190 | 70 | 150 | - | 4,620 |
| Journalism.......... | 11,810 | 5,190 | 2,750 | 340 | 120 | 100 | 80 | - | 3,230 |
| Unskilled Worker.... | 1,950 | 750 | 630 | 130 | 30 | 10 | 20 | - | 380 |
| Sports.............. | 820 | 370 | 200 | 50 | 60 | - | - | - | 140 |

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

## Table No. 3
## Object of Travel (NON-GOVERNMENT) by
## Passport Recipients of the Ten High Volume States

| | PERSONAL REASONS | PLEASURE | BUSINESS | EDUCATION | RELIGIOUS | SCIENTIFIC | HEALTH | TOTAL |
|---|---|---|---|---|---|---|---|---|
| TOTAL | 1,567,880 | 821,070 | 163,770 | 75,440 | 11,090 | 1,460 | 980 | 2,641,690 |
| NORTHEASTERN | 508,450 | 258,040 | 43,270 | 21,070 | 1,320 | 240 | 380 | 832,770 |
| New York......... | 227,630 | 115,190 | 19,110 | 8,360 | 460 | 70 | 240 | 371,060 |
| New Jersey....... | 86,500 | 37,930 | 6,720 | 2,470 | 200 | 20 | 60 | 133,900 |
| Pennsylvania..... | 76,480 | 31,240 | 6,120 | 3,770 | 320 | 50 | 30 | 118,010 |
| Massachusetts.... | 59,290 | 38,860 | 4,970 | 3,050 | 150 | 70 | 20 | 106,410 |
| Other 1/......... | 58,550 | 34,820 | 6,350 | 3,420 | 190 | 30 | 30 | 103,390 |
| NORTH CENTRAL | 282,870 | 189,910 | 32,490 | 21,870 | 2,380 | 210 | 50 | 529,780 |
| Illinois......... | 72,630 | 50,270 | 8,190 | 4,250 | 430 | 20 | 10 | 135,800 |
| Michigan......... | 48,630 | 27,090 | 4,000 | 2,520 | 350 | 70 | 10 | 82,670 |
| Ohio............. | 48,960 | 27,570 | 5,640 | 3,070 | 320 | 40 | - | 85,600 |
| Other 2/......... | 112,650 | 84,980 | 14,660 | 12,030 | 1,280 | 80 | 30 | 225,710 |
| PACIFIC | 340,250 | 163,210 | 35,030 | 13,310 | 2,000 | 430 | 380 | 554,610 |
| California....... | 276,670 | 123,220 | 27,550 | 9,540 | 1,150 | 330 | 270 | 438,730 |
| Other 3/......... | 63,580 | 39,990 | 7,480 | 3,770 | 850 | 100 | 110 | 115,880 |
| SOUTH ATLANTIC | 208,120 | 114,720 | 24,010 | 9,500 | 1,290 | 300 | 90 | 358,030 |
| Florida.......... | 84,720 | 47,090 | 8,390 | 2,410 | 350 | 80 | 50 | 143,090 |
| Other 4/......... | 123,400 | 67,630 | 15,620 | 7,090 | 940 | 220 | 40 | 214,940 |
| SOUTH CENTRAL | 161,400 | 61,810 | 21,120 | 5,810 | 1,260 | 150 | 20 | 251,570 |
| Texas............ | 83,010 | 29,180 | 11,270 | 2,320 | 510 | 60 | 10 | 126,360 |
| Other 5/......... | 78,390 | 32,630 | 9,850 | 3,490 | 750 | 90 | 10 | 125,210 |
| MOUNTAIN 6/ | 65,680 | 32,560 | 7,680 | 3,820 | 2,830 | 130 | 60 | 112,760 |
| OTHER 7/ | 1,110 | 820 | 170 | 60 | 10 | - | - | 2,170 |

1/ Includes Conn., R.I., N.H., Maine, and Vt.
2/ Includes Ind., Wis., Mo., Minn., Kans., Iowa, Nebr., N.Dak. and S.Dak.
3/ Includes Wash., Hawaii, Oreg., and Alaska.
4/ Includes Va., Md., Ga., D.C., N.C., S.C., Del., and W. Va.
5/ Includes La., Tenn., Okla., Ala., Ky., Miss., and Ark.
6/ Includes Colo., Utah, Ariz., Idaho, Nev., Mont., N.Mex., and Wyo.
7/ Includes domestically issued passports to U.S. Citizens and Nationals residing outside the United States.

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

Table No. 6

Passport Recipients by First Area Destination and State of Residence

| | TOTAL | EUROPE | MID EAST | FAR EAST | NORTH, CENT. & SOUTH AMERICA | AFRICA | AUSTRALIA & OCEANIA | WORLD TOUR |
|---|---|---|---|---|---|---|---|---|
| TOTAL PASSPORTS RECIPIENTS | 3,236,471 | 2,535,381 | 145,870 | 170,010 | 263,240 | 24,020 | 95,670 | 280 |
| NORTHEAST | 968,451 | 813,631 | 44,300 | 29,490 | 64,980 | 6,380 | 9,620 | 50 |
| New York | 400,411 | 322,741 | 24,500 | 13,490 | 32,680 | 3,130 | 3,860 | 10 |
| New Jersey | 165,170 | 142,170 | 6,370 | 4,240 | 9,850 | 840 | 1,690 | 10 |
| Pennsylvania | 146,450 | 124,790 | 6,030 | 4,840 | 7,810 | 1,010 | 1,940 | 30 |
| Massachusetts | 123,970 | 107,940 | 4,010 | 3,620 | 6,630 | 790 | 980 | - |
| Connecticut | 77,730 | 67,510 | 2,380 | 2,000 | 4,880 | 310 | 650 | - |
| Rhode Island | 17,730 | 15,860 | 320 | 370 | 970 | 60 | 150 | - |
| New Hampshire | 15,960 | 14,180 | 280 | 550 | 690 | 100 | 160 | - |
| Maine | 13,230 | 11,620 | 240 | 200 | 980 | 90 | 100 | - |
| Vermont | 7,800 | 6,820 | 170 | 180 | 490 | 50 | 90 | - |
| NORTH CENTRAL | 645,400 | 524,720 | 26,050 | 27,400 | 46,330 | 5,250 | 15,560 | 90 |
| Illinois | 159,670 | 129,210 | 6,570 | 7,500 | 11,390 | 1,320 | 3,660 | 20 |
| Ohio | 106,570 | 87,050 | 4,580 | 4,120 | 7,310 | 1,020 | 2,490 | - |
| Michigan | 86,040 | 68,970 | 4,010 | 3,810 | 5,860 | 920 | 2,430 | 40 |
| Minnesota | 64,320 | 52,900 | 2,400 | 2,450 | 4,800 | 420 | 1,350 | - |
| Wisconsin | 54,530 | 46,320 | 1,450 | 1,720 | 3,780 | 230 | 1,010 | 20 |
| Indiana | 45,340 | 36,650 | 1,520 | 1,920 | 3,840 | 420 | 990 | - |
| Missouri | 42,640 | 34,070 | 1,960 | 2,130 | 3,270 | 170 | 1,030 | 10 |
| Iowa | 30,480 | 24,950 | 1,090 | 1,290 | 2,040 | 230 | 880 | - |
| Kansas | 26,560 | 21,560 | 1,220 | 1,090 | 1,920 | 200 | 570 | - |
| Nebraska | 16,410 | 13,130 | 690 | 850 | 1,060 | 120 | 560 | - |
| South Dakota | 7,110 | 5,680 | 240 | 290 | 520 | 70 | 310 | - |
| North Dakota | 5,730 | 4,230 | 320 | 230 | 540 | 130 | 280 | - |
| PACIFIC | 680,700 | 471,090 | 26,440 | 68,160 | 62,180 | 4,760 | 47,980 | 90 |
| California | 531,610 | 373,540 | 21,590 | 47,870 | 51,130 | 3,370 | 34,040 | 70 |
| Washington | 73,330 | 53,030 | 2,730 | 6,290 | 6,080 | 600 | 4,590 | 10 |
| Oregon | 40,100 | 28,190 | 1,650 | 3,170 | 3,570 | 500 | 3,020 | - |
| Hawaii | 28,280 | 11,280 | 330 | 9,980 | 1,030 | 200 | 5,460 | - |
| Alaska | 7,380 | 5,050 | 140 | 850 | 370 | 90 | 870 | 10 |
| SOUTH ATLANTIC | 461,730 | 354,140 | 25,180 | 20,740 | 49,140 | 3,920 | 8,570 | 40 |
| Florida | 179,620 | 133,310 | 9,560 | 6,200 | 26,490 | 950 | 3,100 | 10 |
| Virginia | 75,260 | 58,430 | 3,550 | 4,150 | 6,410 | 810 | 1,900 | 10 |
| Maryland | 68,060 | 53,360 | 3,910 | 3,270 | 5,420 | 740 | 1,360 | - |
| North Carolina | 41,140 | 32,860 | 2,530 | 2,140 | 2,870 | 160 | 560 | 20 |
| Georgia | 40,880 | 31,850 | 2,400 | 2,080 | 3,580 | 230 | 740 | - |
| South Carolina | 22,680 | 18,990 | 1,110 | 1,050 | 1,090 | 170 | 250 | - |
| District of Columbia | 15,890 | 10,810 | 1,000 | 980 | 2,100 | 690 | 310 | - |
| West Virginia | 9,290 | 7,230 | 560 | 530 | 670 | 80 | 220 | - |
| Delaware | 8,910 | 7,300 | 540 | 340 | 510 | 90 | 130 | - |

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

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Table No. 6 Contd.

Passport Recipients by First Area Destination and State of Residence

|  | TOTAL | EUROPE | MID EAST | FAR EAST | NORTH, CENT. & SOUTH AMERICA | AFRICA | AUSTRALIA & OCEANIA | WORLD TOUR |
|---|---|---|---|---|---|---|---|---|
| SOUTH CENTRAL | 323,190 | 257,760 | 16,870 | 14,020 | 25,680 | 2,310 | 6,350 | - |
| Texas.................... | 159,920 | 128,310 | 8,100 | 6,640 | 12,210 | 1,380 | 3,280 | - |
| Louisiana................ | 37,620 | 29,660 | 1,540 | 1,520 | 3,940 | 350 | 610 | - |
| Tennessee................ | 27,310 | 21,180 | 1,770 | 1,190 | 2,360 | 300 | 510 | - |
| Oklahoma................. | 26,950 | 21,920 | 1,690 | 1,260 | 1,420 | 190 | 470 | - |
| Alabama.................. | 25,250 | 19,750 | 1,590 | 1,120 | 2,200 | 150 | 440 | - |
| Kentucky................. | 19,690 | 16,110 | 820 | 910 | 1,490 | 60 | 300 | - |
| Mississippi.............. | 13,510 | 10,690 | 650 | 640 | 1,190 | 40 | 300 | - |
| Arkansas................. | 12,940 | 10,140 | 710 | 740 | 870 | 60 | 440 | - |
| MOUNTAIN | 150,530 | 111,360 | 6,720 | 9,790 | 14,170 | 1,180 | 7,300 | 10 |
| Colorado................. | 44,990 | 34,130 | 1,590 | 2,270 | 4,860 | 350 | 1,590 | - |
| Arizona.................. | 38,870 | 29,630 | 2,330 | 1,910 | 2,950 | 240 | 1,800 | 10 |
| Utah..................... | 19,920 | 13,890 | 800 | 2,070 | 2,070 | 160 | 930 | - |
| New Mexico............... | 13,180 | 9,710 | 730 | 850 | 1,250 | 100 | 540 | - |
| Idaho.................... | 9,950 | 6,640 | 440 | 770 | 900 | 140 | 1,060 | - |
| Nevada................... | 9,640 | 6,980 | 360 | 840 | 890 | 70 | 500 | - |
| Montana.................. | 9,220 | 6,670 | 310 | 820 | 800 | 50 | 570 | - |
| Wyoming.................. | 4,760 | 3,510 | 160 | 260 | 450 | 70 | 310 | - |
| OTHER 1/ | 4,470 | 2,680 | 310 | 410 | 760 | 20 | 290 | - |

1/ Includes domestically issued passports to U.S. Citizens and Nationals residing outside the United States.

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

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## Table 5

### DOMESTIC PASSPORTS ISSUED AND RENEWED: CALENDAR YEARS 1920-1977

1920---160,488
1921---137,685
1922---137,551
1923---125,656
1924---146,378
1925---172,209
1926---176,033
1927---182,425
1928---189,308
1929---196,930

1930---203,174
1931---163,404
1932---153,218
1933---106,991
1934---111,673
1935---118,101
1936---141,996
1937---168,016
1938---134,737
1939--- 89,850

1940-- 26,253
1941-- 49,757
1942--129,985 1/
1943--137,876 1/
1944--141,107 1/
1945--155,153 1/
1946--188,935 1/
1947--202,424
1948--230,435
1949--268,863

1950---299,665
1951---290,407
1952---395,337
1953---418,870
1954---452,049
1955---528,009
1956---559,066
1957---585,994
1958---676,898
1959---732,038

1960-- 853,087
1961-- 857,961
1962-- 906,900
1963-1,055,504
1964-1,133,228
1965-1,330,290
1966-1,547,725
1967-1,685,512
1968-1,748,416
1969-1,820,192

1970---2,219,159
1971---2,398,968
1972---2,728,021
1973---2,729,104
1974---2,415,003
1975---2,334,359
1976---2,816,683
1977---3,107,122
1978---3,234,471

1/ Includes passports issued to American seamen.

The actual annual totals from 1920 and estimates through calendar year 1977 are included in the following table. Legislation effective August 26, 1968 eliminated passport renewals. Figures for 1969 through 1977 are based on passports only.

Source: Summary of Passport Statistics Calendar Year 1978 Supplement No. 1, U.S. Department of State.

## XX. U.S. Television Programs Seen Around the World

### A. Objectives

1. Students will recognize the fact that the American television industry is multicultural and multinational in its scope.

2. Students will be able to locate nations on the world map which televise American programs.

3. Students will be able to list accuracies and inaccuracies about American life which are presented in the content of television programs exported to other nations.

### B. Materials

1. "Television Schedules from Other Nations" which is included in this lesson. (See Teacher Notes)

### C. Procedures

1. Divide the class into groups of four or five pupils.

2. Give each group a copy of the Discussion Questions provided below and have them prepare answers to be shared with the entire class.

3. Conduct a class discussion with the entire group in which each group reports on its answers to the Discussion Questions.

### D. Discussion Questions

1. There are various types of programs on American television such as situation comedies, documentaries, police detective, westerns, etc. Develop a complete list of types of television shows and list some of the names of programs under each category.

2. What are the trends in current program production?

3. Television programs depict such things about life in the United States as life style, family life, the role of men and women, values of individuals and groups, the economical structure of the nation, etc. What kind of impressions of the United States would peoples of other nations get from watching these programs? How accurate would these impressions be?

4. List three things which are shown about American life in television programs that could be misunderstood by people in other countries who watch the programs.

5. List three television programs you would like to see exported because they give an accurate picture of life in the United States.

6. What do the programs you chose in answering question 5 show about life in your community?

E. Suggested Additional Activities

1. The teacher may want to expand on the ideas suggested in the third discussion question. Have the students watch selected programs and note the characteristics of American life which are shown. One group may want to watch sit-coms, another police shows, and so on, or individuals may choose particular shows to evaluate.

F. Teacher Notes

1. Television schedules from other countries may be obtained by contacting consulates maintained in Ohio by various nations. See Lesson VIII for the names and addresses of consulates in Ohio.

## Lesson XX. Television Schedules from Various Countries

### CANADA (Toronto, Channel 6)

| | |
|---|---|
| 6:00 | Global News |
| 7:00 | Family Feud |
| 7:30 | Bob Newhart |
| 8:00 | Charlie's Angels |
| 9:00 | Caged Women |
| 10:00 | All in the Family |
| 10:30 | Merv Griffith |
| 11:00 | Global News |

### United Kingdom (BBC-2)

| | |
|---|---|
| 7:15 | News |
| 7:25 | Newsweek: The White House Marathon |
| 8:00 | It's Patently Obvious (Game Show) |
| 8:30 | Public School (Documentary) |
| 9:00 | M*A*S*H |
| 9:25 | Man Alive: Short, Sharp, Shock |
| 10:15 | Richard Stilgoe |
| 10:40 | Athol Fugard: "A Lesson from Aloe" |
| 11:40 | News and Weather |

### South Africa

| | |
|---|---|
| 6:00 | News |
| 6:13 | Pop Shop (Popular Songs) |
| 6:27 | Sportsvision |
| 6:59 | Midweek (People, places & events in the news) |
| 7:30 | Sha-na-na<br>Dick Clark stars |
| 8:00 | News |
| 8:25 | Weather Report |
| 8:35 | Michel Strogoff (Series) |
| 9:25 | Kayaking in the Himalayas<br>(German made documentary) |
| 10:15 | Sacha Distel Sings |
| 10:35 | Epilogue |

### Japan

| | |
|---|---|
| 6:00 | Bad News Bears |
| 6:30 | News |
| 7:00 | Japanese Nursery Tales Series |
| 8:00 | TV Movie: "Tetsudo Koankan" |
| 8:54 | Local News (English Language) |
| 9:00 | TV Movie: "Akoroshi" |
| 10:00 | Drama: Matsuri gaOwattatoki |
| 11:00 | News Final<br>Foreign TV Movie:<br>"Peyton Place" (English Language) |

### Norway

| | |
|---|---|
| 6:00 | Kids Television<br>"Trolls" (Polish Film) |
| 6:15 | "Apes in Africa"<br>(Japanese Documentary) |
| 6:40 | Skiing Instruction |
| 6:45 | "We Want to Make the World Happier"<br>(Concert by Up With People) |
| 7:30 | News and Weather |
| 7:45 | "Crocodile Club"<br>(West German Film) |
| 8:30 | Fishing as an Occupation |
| 8:45 | "Lapps and Their Stone Carvings" |
| 9:15 | Sports |
| 9:45 | Paul Taylor and the American Ballet Ensemble |
| 10:45 | News |

### Germany

| | |
|---|---|
| 19:00 | Today |
| 19:50 | Foreign Journal<br>(Political Events of the World) |
| 20:15 | Without Chicken and Without Egg<br>(Political Satire) |
| 21:00 | German Journal |
| 21:20 | Sporting Events |
| 22:30 | Aspects<br>(Cultural Magazine) |
| 23:00 | American Film<br>1969 "The Ballad of Cable Hogue" |

### Luxembourg

| | |
|---|---|
| 18:05 | Serial: "The Strong Coffin" |
| 18:10 | Travel Tips |
| 18:35 | Serial: "The Strong Coffin" |
| 18:40 | System D (Self-Help Advice) |
| 19:00 | News |
| 19:29 | Serial: "The Strong Coffin" |
| 19:30 | "The Liar" (Play) |
| 19:45 | Between Dogs and Cats |
| 19:55 | Today In Brief |
| 20:00 | "When Life Stops"<br>(Documentary about the German Baader-Meinhoff terrorists' attack on the German Embassy in Stockholm in 1975) |
| 21:00 | American Film "The Blue Max"<br>(Starring George Peppard, James Mason, and Ursula Andres) |

## Lesson XX. Television Schedules from Various Countries

| | USA (CBS) |
|---|---|
| 6:00 | Local News |
| 6:30 | Walter Cronkite--World News |
| 7:00 | Local News |
| 7:30 | Jokers Wild |
| 8:00 | All in the Family |
| 8:30 | One Day at a Time |
| 9:00 | Alice |
| 9:30 | Stockard Channing |
| 11:00 | Moses/Lawgiver |
| 11:00 | Local News |
| 11:30 | CBS Late Movie |

| | Italy |
|---|---|
| 6:00 | Movie Library (Middle and Far East) |
| 6:30 | Contemporary Cultural Events<br>Television News--Features |
| 7:00 | Cartoons |
| 7:20 | Smith Family<br>Father's Day with Henry Honda (Series) |
| 7:45 | Weather Report for Tomorrow |
| 8:00 | National News |
| 8:40 | TV Movie--Made for TV (Italian) |
| 9:55 | News Documentary |

| | Switzerland |
|---|---|
| 6:10 | Television Mailbag |
| 6:35 | Tonight |
| 6:40 | System D (Self-Help Advice) |
| 7:00 | An Hour out of the Day |
| 7:30 | TV Newspaper |
| 8:00 | "The Liar" (Play) |
| 8:20 | "Such As It Is" (Documentary) |
| 9:10 | "The Life of Ligabue" (Television Film) |
| 11:10 | Television News |
| 11:20 | Sports: Ice Hockey |

| | Sweden |
|---|---|
| 6:00 | News and Weather |
| 6:05 | Religion |
| 6:10 | Sports |
| 6:30 | Children's Theater |
| 7:00 | News for Children |
| 7:30 | The Muppet Show |
| 8:00 | Little House on the Prairie |
| 8:50 | Water Fowl Hunting |
| 9:00 | News and Weather |
| 9:15 | Television Film Series<br>"Mac Millen and Wife"<br>Lee Remick and Rock Hudson |

| | France |
|---|---|
| 6:30 | The Children's Show<br>"Colors for Youth" |
| 6:50 | Free Tribune |
| 7:10 | Evening Three |
| 7:20 | Regional News |
| 7:40 | Local News |
| 7:55 | History of France (Animation) |
| 8:00 | Games at 8:00 p.m. |
| 8:30 | "Tarzan Finds a Son"<br>With Johnny Weismuller and Maureen O'Sullivan |

## XXI. Your State and National Defense

### A. Objective

1. Students will develop skills of using data appearing in statistical table form to answer questions which require them to make comparisons.

2. Students will be able to list companies with plants in Ohio who do more than $100,000,000 worth of business with the United States Department of Defense.

3. Students will be able to locate military bases and installations on a map of Ohio.

4. Students will be able to generalize that the Department of Defense has a large input on Ohio's economy either directly through payrolls or indirectly through contracts with Ohio companies.

### B. Materials

1. Map of Ohio (See Lesson XVIII).

2. Table I "Defense Contract Awards and Industries".

3. Table II "The Military - Industrial Complex" (See Teacher Notes).

4. Ohio Industrial Directory (See Teacher Notes).

### C. Procedures

1. Using the materials for this lesson, have a class discussion using the following questions as a basis for investigation.

   a. What was the amount of Department of Defense contracts in your state for 1975? 1976? 1977? Do these amounts represent an increase or decrease over the years 1973 and 1974?

   b. Choose two states bordering Ohio. What was the amount of defense spending in those states in 1977? How do those amounts compare to spending in your state?

   c. In 1977 what state had the largest amount for defense contracts?

   d. In 1977 what state had the smallest amount for defense contracts?

   e. What would the impact be if your state lost these defense contracts?

   f. From the table of the top 100 companies doing business with the defense departments, which ones do you recognize as one which makes products familiar to you? What do they make that you or your family use?

   g. How many of these companies are located in your state? Indicate their location on a map. Contact these companies and ask for information about the kinds of products they supply to the military. (See Teacher Notes)

h. After doing the necessary research, locate various military installations on a map of Ohio. Local military recruiters may help you. Find out how many people, both military and civilian, live and work at these installations.

i. Based on your collected information, what roles does the military play in the economy of your state? How might cuts in the military budget affect your state? Your community? What affect does the military have on the social or cultural life in your state? your community?

2. An alternative approach to the use of this data might involve the students, in groups of two or three, answering various questions through group research and reporting to the class as a whole.

D. Teacher Notes

1. To update Table I, locate the most recent edition of the U.S. Statistical Abstract. Copies of this publication are available in public and university libraries.

2. Data contained in Table II can be updated by writing to:
   Public Correspondence Branch
   Office of the Assistant Secretary of Defense (Public Affairs)
   The Pentagon, Washington, D.C. 20301

   (The writer suggests that the teacher wishing to get this data directly from the Department of Defense, enclose photocopies of the tables with the letter.)

3. The Ohio Industrial Directory is published yearly by:
   Harris Publishing Company, State Directory Division
   33140 Aurora Road
   Cleveland, Ohio 44139

   This large book is published in cooperation with the Ohio Department of Economic and Community Development. It is generally available in large public and university libraries. It contains the complete listing of all companies in Ohio. Price $49.50 (1978)

4. The teacher may want to contact companies with Department of Defense contracts in advance of teaching this lesson in order to have the data on hand with regard to the kinds of products they supply to the military. Some such information may be classified and, thus, not available to teachers and their students.

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Table 1

## Defense Contract Awards and Industries

### No. 597. Defense Contract Awards and Payrolls—States: 1975 to 1977

[In millions of dollars. For years ending June 30 except, beginning 1977, ending Sept. 30. Contracts refer to awards made in year specified; expenditures relating to awards may extend over several years. Payroll estimates cover active duty military and direct hire civilian personnel, including Army Corps of Engineers]

| STATE | CONTRACT AWARDS [1] | | | PAYROLL | | |
|---|---|---|---|---|---|---|
| | 1975 | 1976 | 1977 | 1975 | 1976 | 1977 |
| **Total** | **43.355** | **44.679** | **52.752** | **26.620** | **27.550** | **28.668** |
| Ala. | 417 | 418 | 421 | 530 | 565 | 609 |
| Alaska | 132 | 145 | 123 | 294 | 300 | 296 |
| Ariz. | 668 | 614 | 540 | 388 | 404 | 434 |
| Ark. | 48 | 77 | 71 | 154 | 171 | 183 |
| Calif. | 7,908 | 8,949 | 10,078 | 3,922 | 4,109 | 4,197 |
| Colo. | 294 | 311 | 379 | 642 | 683 | 729 |
| Conn. | 2,349 | 1,913 | 1,974 | 91 | 101 | 107 |
| Del. | 50 | 37 | 51 | 80 | 85 | 87 |
| D.C. | 529 | 412 | 698 | 615 | 601 | 605 |
| Fla. | 1,030 | 972 | 1,061 | 1,051 | 1,118 | 1,142 |
| Ga. | 630 | 477 | 518 | 930 | 1,000 | 1,157 |
| Hawaii | 298 | 363 | 224 | 695 | 712 | 638 |
| Idaho | 10 | 17 | 16 | 69 | 76 | 83 |
| Ill. | 494 | 474 | 560 | 640 | 658 | 751 |
| Ind. | 812 | 785 | 835 | 293 | 278 | 287 |
| Iowa | 175 | 230 | 281 | 24 | 27 | 30 |
| Kans. | 504 | 307 | 363 | 358 | 363 | 359 |
| Ky. | 167 | 188 | 221 | 626 | 642 | 671 |
| La. | 477 | 303 | 391 | 414 | 380 | 350 |
| Maine | 55 | 284 | 323 | 82 | 87 | 89 |
| Md. | 802 | 982 | 1,092 | 1,123 | 1,127 | 1,139 |
| Mass. | 1,770 | 1,956 | 2,395 | 276 | 283 | 298 |
| Mich. | 768 | 965 | 1,244 | 273 | 285 | 306 |
| Minn. | 437 | 691 | 656 | 66 | 69 | 76 |
| Miss. | 973 | 935 | 493 | 314 | 324 | 352 |
| Mo. | 1,361 | 2,295 | 2,361 | 503 | 559 | 645 |
| Mont. | [2]-5 | 23 | 174 | 81 | 84 | 96 |
| Nebr. | 49 | 44 | 80 | 182 | 192 | 218 |
| Nev. | 45 | 19 | 28 | 115 | 128 | 138 |
| N.H. | 189 | 147 | 153 | 151 | 165 | 170 |
| N.J. | 991 | 975 | 1,217 | 516 | 565 | 662 |
| N. Mex. | 93 | 125 | 160 | 281 | 293 | 325 |
| N.Y. | 3,744 | 3,304 | 4,300 | 478 | 497 | 523 |
| N.C. | 399 | 347 | 374 | 1,050 | 1,083 | 1,131 |
| N. Dak. | 176 | 155 | 44 | 156 | 161 | 165 |
| Ohio | 1,014 | 921 | 1,164 | 631 | 654 | 686 |
| Okla. | 215 | 255 | 293 | 631 | 663 | 740 |
| Oreg. | 59 | 52 | 78 | 51 | 56 | 58 |
| Pa. | 1,067 | 1,252 | 1,654 | 827 | 815 | 883 |
| R.I. | 73 | 94 | 125 | 136 | 141 | 143 |
| S.C. | 204 | 157 | 175 | 714 | 772 | 814 |
| S. Dak. | 19 | 14 | 13 | 80 | 86 | 94 |
| Tenn. | 359 | 342 | 710 | 201 | 210 | 211 |
| Tex. | 2,024 | 2,095 | 2,778 | 2,351 | 2,436 | 2,237 |
| Utah | 141 | 145 | 227 | 337 | 349 | 405 |
| Vt. | 123 | 129 | 119 | 8 | 9 | 12 |
| Va. | 1,207 | 1,608 | 2,038 | 2,316 | 2,261 | 2,376 |
| Wash. | 1,637 | 1,289 | 1,738 | 751 | 806 | 812 |
| W. Va. | 74 | 85 | 92 | 22 | 23 | 31 |
| Wis. | 237 | 251 | 416 | 48 | 49 | 57 |
| Wyo. | 29 | 21 | 19 | 53 | 58 | 61 |
| Undist. [3] | 6,036 | 5,730 | 7,212 | (NA) | 7 | - |

- Represents zero. NA Not available. [1] Military awards for supplies, services, and construction. Net value of contracts of over $10,000 for work in each State and D.C. (see also "Undistributed"). Figures reflect impact of prime-contracting on State distribution of defense work. Often the State in which a prime contractor is located is not the State in which the subcontracted work is done. See also headnote, table 595. [2] Result of cancelled Anti-Ballistic Missile site construction. [3] Includes contracts of less than $10,000; all contracts awarded for work in U.S. possessions, Puerto Rico, Trust Territories of the Pacific, and other areas subject to complete sovereignty of U.S.; contracts in a classified location; and any intragovernmental contracts entered into overseas.

Source: U.S. Dept. of Defense, Office of the Secretary, *Prime Contract Awards by State*, annual.

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## Defense Contract Awards and Industries

### No. 527. Defense Contract Awards and Payrolls—States: 1973 to 1975

[In millions of dollars. For years ending June 30. Contracts refer to awards made in year specified; expenditures relating to awards may extend over several years. Payroll estimates cover active duty military and direct hire civilian personnel, including Army Corps of Engineers. Minus sign (−) results from cancelled ABM (Anti-Ballistic Missile) site construction]

| STATE | CONTRACT AWARDS [1] | | | PAYROLL | | |
|---|---|---|---|---|---|---|
| | 1973 | 1974 | 1975 | 1973 | 1974 | 1975 |
| **Total** | **34,741** | **37,760** | **43,355** | **23,592** | **21,859** | **26,620** |
| Ala. | 294 | 336 | 417 | 476 | 505 | 530 |
| Alaska | 127 | 115 | 132 | 265 | 281 | 294 |
| Ariz. | 300 | 479 | 668 | 336 | 361 | 388 |
| Ark. | 62 | 44 | 48 | 124 | 146 | 154 |
| Calif. | 6,218 | 6,917 | 7,908 | 3,596 | 3,618 | 3,922 |
| Colo. | 238 | 239 | 294 | 589 | 615 | 642 |
| Conn. | 1,004 | 2,642 | 2,349 | 74 | 78 | 91 |
| Del. | 66 | 42 | 50 | 70 | 72 | 80 |
| D.C. | 321 | 336 | 529 | 485 | 765 | 615 |
| Fla. | 782 | 790 | 1,030 | 914 | 972 | 1,051 |
| Ga. | 438 | 377 | 630 | 843 | 886 | 930 |
| Hawaii | 158 | 184 | 298 | 876 | 624 | 695 |
| Idaho | 10 | 6 | 10 | 62 | 66 | 69 |
| Ill. | 476 | 456 | 494 | 588 | 592 | 640 |
| Ind. | 641 | 748 | 812 | 248 | 274 | 293 |
| Iowa | 153 | 158 | 175 | 23 | 22 | 24 |
| Kans. | 323 | 296 | 504 | 309 | 328 | 358 |
| Ky. | 104 | 116 | 167 | 497 | 588 | 626 |
| La. | 208 | 277 | 477 | 308 | 342 | 414 |
| Maine | 46 | 128 | 55 | 74 | 78 | 82 |
| Md. | 685 | 743 | 802 | 950 | 966 | 1,123 |
| Mass. | 1,580 | 1,781 | 1,770 | 262 | 269 | 276 |
| Mich. | 494 | 925 | 768 | 249 | 266 | 273 |
| Minn. | 377 | 408 | 437 | 66 | 62 | 66 |
| Miss. | 306 | 900 | 973 | 296 | 300 | 314 |
| Mo. | 1,184 | 1,373 | 1,361 | 467 | 453 | 503 |
| Mont. | 16 | −85 | −5 | 74 | 76 | 81 |
| Nebr. | 80 | 34 | 49 | 167 | 171 | 182 |
| Nev. | 18 | 17 | 45 | 102 | 108 | 115 |
| N.H. | 187 | 100 | 189 | 125 | 133 | 151 |
| N.J. | 1,043 | 968 | 991 | 569 | 534 | 516 |
| N. Mex. | 104 | 103 | 93 | 260 | 268 | 281 |
| N.Y. | 3,476 | 2,785 | 3,744 | 464 | 472 | 478 |
| N.C. | 353 | 350 | 399 | 822 | 925 | 1,050 |
| N. Dak. | 63 | 92 | 176 | 142 | 152 | 156 |
| Ohio | 952 | 994 | 1,014 | 864 | 593 | 631 |
| Okla. | 147 | 170 | 215 | 586 | 615 | 631 |
| Oreg. | 42 | 88 | 59 | 52 | 51 | 51 |
| Pa. | 1,241 | 1,307 | 1,067 | 784 | 787 | 827 |
| R.I. | 86 | 98 | 73 | 203 | 151 | 136 |
| S.C. | 132 | 132 | 204 | 609 | 643 | 714 |
| S. Dak. | −21 | 14 | 19 | 71 | 76 | 80 |
| Tenn. | 424 | 329 | 359 | 163 | 180 | 201 |
| Tex. | 2,232 | 1,914 | 2,024 | 2,131 | 2,213 | 2,351 |
| Utah | 157 | 193 | 141 | 328 | 331 | 337 |
| Vt. | 36 | 88 | 123 | 8 | 8 | 8 |
| Va. | 783 | 963 | 1,207 | 1,824 | 1,988 | 2,316 |
| Wash. | 1,061 | 837 | 1,637 | 540 | 678 | 751 |
| W. Va. | 87 | 37 | 74 | 28 | 26 | 22 |
| Wis. | 299 | 251 | 237 | 48 | 48 | 48 |
| Wyo. | 118 | 37 | 29 | 48 | 51 | 53 |
| Undist. [3] | 4,678 | 5,129 | 6,036 | 80 | (NA) | (NA) |

NA Not available. [1] Military awards for supplies, services, and construction. Net value of contracts of $10,000 or more for work in each State and the District of Columbia (see also "Undistributed"). Figures reflect impact of prime-contracting on State distribution of defense work. Often the State in which a prime contractor is located is not the State in which the subcontracted work is done. See also headnote, table 525.

[3] Includes contracts of less than $10,000; all contracts awarded for work in U.S. possessions, Commonwealth of Puerto Rico, Trust Territories of the Pacific, and other areas subject to complete sovereignty of U.S.; contracts in a classified location; and any intragovernmental contracts entered into overseas.

Source: U.S. Dept. of Defense, Office of the Secretary, *Prime Contract Awards by State*, annual and unpublished data.

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Lesson XXI.

Table II. "The Military-Industrial Complex"

## INDEX OF 100 COMPANIES WHICH WITH THEIR SUBSIDIARIES RECEIVED THE LARGEST DOLLAR VOLUME OF MILITARY PRIME CONTRACT AWARDS IN FISCAL YEAR 1978

| RANK | PARENT COMPANY | RANK | PARENT COMPANY |
|---|---|---|---|
| 66. | AEROSPACE CORP. (N) | 37. | INTERNATIONAL TELEPHONE & TEL CORP. |
| 56. | AGIP SPA | 60. | JOHNS HOPKINS UNIVERSITY (N) |
| 32. | AMERADA HESS CORP. | 28. | L T V CORP. |
| 39. | AMERICAN MOTORS CORP. | 77. | LEAR SIEGLER, INC. |
| 21. | AMERICAN TELEPHONE & TELEGRAPH CO. | 6. | LITTON INDUSTRIES, INC. |
| 89. | ATLANTIC RICHFIELD CO. | 4. | LOCKHEED CORP. |
| 64. | AVCO CORP. | 91. | LORAL CORP. |
| 78. | BEECH AIRCRAFT CORP. | 19. | MARTIN MARIETTA CORP. |
| 40. | BENDIX CORP. | 90. | MASON & HANGER SILAS MASON CO. |
| 86. | BETHLEHEM STEEL CORP. | 69. | MASSACHUSETTS INSTITUTE OF TECHNOLOGY |
| 7. | BOEING CO. | 2. | MCDONNELL DOUGLAS CORP. |
| 42. | BRITISH PETROLEUM CO. LTD. | 93. | MITRE (THE) CORP. (N) |
| 96. | BURROUGHS CORP. | 48. | MOBIL CORP. |
| 61. | CHAMBERLAIN MFG. CORP. | 65. | MOTOROLA, INC. |
| 81. | CHARLES STARK DRAPER LABS., INC. | 99. | NATOMAS CO. |
| 13. | CHRYSLER CORP. | 84. | NORRIS INDUSTRIES |
| 53. | COASTAL CORP. 1/ | 57. | NORTH AMERICAN PHILIPS CORP. |
| 88. | COMPUTER SCIENCES CORP. | 15. | NORTHROP CORP. |
| 34. | CONGOLEUM CORP. | 50. | OGDEN CORP. |
| 71. | CONTROL DATA CORP. | 79. | PACIFIC RESOURCES, INC. |
| 98. | CUBIC CORP. | 73. | PAN AMERICAN WORLD AIRWAYS, INC. |
| 97. | DAY & ZIMMERMAN, INC. | 45. | PETROLEOS MEXICANOS |
| 82. | DUPONT E I DE NEMOURS & CO. | 16. | R C A CORP. |
| 58. | E SYSTEMS, INC. | 9. | RAYTHEON CO. |
| 72. | EASTMAN KODAK CO. | 49. | RET SER ENGINEERING CO. |
| 68. | EMERSON ELECTRIC CO. | 23. | REYNOLDS R.J. INDUSTRIES, INC. |
| 43. | ENGELHARD MINERALS & CHEMICALS CORP. | 94. | RICH, MARC & CO. |
| 33. | EXXON CORP. | 11. | ROCKWELL INTERNATIONAL CORP. |
| 30. | F M C CORP. | 47. | ROYAL DUTCH SHELL GROUP |
| 20. | FAIRCHILD INDUSTRIES, INC. | 67. | SANDERS ASSOCIATES, INC. |
| 26. | FORD MOTOR CO. | 52. | SIGNAL COMPANIES INC. (THE) |
| 63. | GENERAL CABLE CORP. | 35. | SINGER CO. |
| 1. | GENERAL DYNAMICS CORP. | 14. | SPERRY RAND CORP. |
| 5. | GENERAL ELECTRIC CO | 38. | STANDARD OIL CO. OF CALIFORNIA |
| 24. | GENERAL MOTORS CORP. | 76. | STANDARD OIL OF INDIANA |
| 46. | GENERAL TELEPHONE & ELECTRONICS CORP. | 62. | SUN CO., INC. |
| 41. | GENERAL TIRE & RUBBER CO. | 83. | SVERDRUP & PARCEL & ASSOCIATES, INC. |
| 51. | GOODYEAR TIRE & RUBBER CO. | 31. | T R W, INC. |
| 55. | GOULD, INC. | 36. | TELEDYNE, INC. |
| 10. | GRUMMAN CORP. | 25. | TENNECO, INC. |
| 59. | GUAM OIL & REFINING CO., INC. | 22. | TEXAS INSTRUMENTS, INC. |
| 87. | GULF OIL CORP. | 12. | TEXTRON, INC. |
| 74. | HARRIS CORP. | 70. | THIOKOL CORP. |
| 44. | HARSCO CORP. | 29. | TODD SHIPYARDS CORP. |
| 54. | HERCULES, INC. | 85. | TRANSAMERICA CORP. |
| 92. | HEWLETT PACKARD CO. | 80. | U.S. & SOUTH AMERICAN ENTERPRISES |
| 17. | HONEYWELL, INC. | 100. | UNITED INDUSTRIAL CORP. |
| 8. | HUGHES AIRCRAFT CO. | 3. | UNITED TECHNOLOGIES CORP. |
| 27. | INTERNATIONAL BUSINESS MACHINES CO. | 75. | VINNELL CORP. |
| 95. | INTERNATIONAL HARVESTER CO. | 18. | WESTINGHOUSE ELECTRIC CORP. |

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1/ Formerly, Coastal States Gas Corporation.

## XXII. A Multinational Corporation and the World Market

### A. Objectives

1. Students will be able to name some of the products that are produced by one multinational corporation - PepsiCo.

2. Students will be able to state that multinational corporations generally produce goods for a wide variety of markets.

### B. Materials

1. List of Products: "What Do These Products Have in Common?"

2. Reading: "PepsiCo, Incorporated."

### C. Procedures

1. Give the students "What Do These Products Have in Common?", and have them write a short paragraph as an answer to this question.

2. Have some of the students share their paragraphs with their classmates.

3. Develop a class hypothesis as the answer to the question. Give the students the article describing PepsiCo.

4. Class discussion.

### D. Discussion Questions

1. How does PepsiCo affect your life?

2. How many of you drink Pepsi? Mountain Dew? Teem?

3. How many of you have eaten Sabritas? Doritos? Fritos?

4. How does PepsiCo affect American eating habits?

5. Since PepsiCo is a multinational corporation, do you think that it can affect eating habits in other parts of the world?

6. Could the eating of "junk foods" affect the nourishment of the world's peoples?

7. How many of you have Wilson Sporting Goods?

8. Could the sale of Wilson sporting goods affect recreation in other nations?

9. Could the availability of their goods affect the calibre of competition in athletic events between the United States and other nations?

Lesson XXII. List of Products

## "WHAT DO THESE PRODUCTS HAVE IN COMMON?"

PEPSI

FRITOS

SABRITAS (Mexican Snack Food)

WILSON T3000 (Tennis Racquet)

NORTH AMERICAN VAN LINES

TEEM

RUFFLES POTATO CHIPS

UNIFORMS FOR THE MAJORITY OF THE MAJOR LEAGUE BASEBALL TEAMS

DORITOS TACO FLAVOR CHIPS

WILSON BASEBALL GLOVES

MIRINDA ORANGE DRINK

MODULAR BUILDING UNITS (Ones used at Alaskan Pipeline Construction Sites)

WILSON OFFICIAL NBA OR NFL GAME BALLS

PIZZA HUT

LEE WAY MOTOR FREIGHT, INC.

Lesson XXII. Reading: "PepsiCo, Incorporated"

What all of the items listed have in common is that they are all owned and produced by PepsiCo, Inc. which owns Pepsi, Frito-Lay, Wilson Sporting Goods, North American Van Lines, Lee Way Motor Freight, Inc., and PepsiCo Building systems. PepsiCo also has distribution rights to Stolichnaya, the only Russian-made vodka sold in America. Pepsi-Cola is also the only American soft drink sold in the Soviet Union.

PepsiCo's beverage products are available to some 3 billion people in 140 countries and territories outside the U.S. It's sporting goods are sold in 129 countries. It's transportation services extend virtually around the world. Sabritas is the leading snack line in Mexico, and PepsiCo Foods International is rapidly developing food operations in Spain, Venezuela, and Brazil. Sales of Pepsi-Cola and companion products outside the U.S. grew by 293 per cent in years between 1965 and 1975. Combined sales of PepsiCo's domestic and foreign food operations have increased dramatically. Sales rose from $242.8 million in 1966, to $806.7 million in 1975, to $2,455.1 in 1977.

PepsiCo's sales and revenues have grown from just under $600 million in 1965, to well over $2 billion in 1975, to over $3.5 billion in 1977. PepsiCo has 50,000 shareholders in the U.S. and 85 other countries, and employs more than 76,000 people.

PepsiCo Sales Breakdown by Group

| Group | 1977 Sales in Millions of U.S. Dollars | % of PepsiCo Sales |
|---|---|---|
| Beverages | 1,406.8 | 40 |
| Food Products | 1,048.3 | 30 |
| Transportation | 444.3 | 12 |
| Food Services | 396.2 | 11 |
| Sporting Goods | 250.1 | 7 |
| Total | 3,545.7 | 100 |

OHIO COUNCIL FOR THE SOCIAL STUDIES

## XXIII. Foreign Born in Our State

### A. Objectives

1. Students will be able to answer factual questions about immigration using the tables provided with this lesson.

2. By analyzing the data students will be able to state that immigrants to the United States have come primarily from Europe until the last decade when immigration from Asia and other nations of the Americas dominated immigration statistics.

3. Students will be able to identify Germany, Italy, and Poland as the nations from which the largest numbers of foreign born citizens have immigrated to Ohio.

4. Students will be able to identify ethnic communities within Ohio which have grown-up as a result of immigration patterns, including such examples as Polish Americans in Cleveland, Italian Americans in Youngstown, and German Americans in Cincinnati.

### B. Materials Needed

1. Tables included with this lesson (See Teacher Notes).

### C. Procedures

1. Give the students Table I (No. 165) and Table II (No. 40) and ask them, either individually or in small groups, to answer the following questions.

    a. Between 1820 and 1975 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?

    b. Between 1971-75 the greatest percentage of immigrants came from what part of the world? What countries contributed the largest part of this area's total?

    c. Compare your answers to questions 1 and 2. What changes have taken place in U.S. immigration? What do you think might be the reasons for the change?

    d. In comparing Asian immigration with immigration from other areas of the world, what is the difference in Asian immigration (as a percentage of total immigration) in the years 1971-75, and the years 1820-1975? What, historically, might explain this increase?

    e. Did the percentage of native born Americans increase or decrease in the years between 1920 and 1960?

    f. Were the greatest number of foreign born Americans living in urban or rural settings in 1970? What might explain this?

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   g. Did the numbers of non-white immigrants increase or decrease in the years between 1920 and 1970?

   h. In what years did the number of foreign born females out number foreign born males?

2. Using Table III (No. 43) and Table IV (No. 44) have the students, individually or in groups, answer the following questions:

   a. What percentage of Ohio's population was of foreign born stock in 1960?

   b. What percentage of Ohio's population was of foreign born stock in 1970?

   c. Over the 10 year period was there an increase or a decrease in foreign born stock living in Ohio?

   d. Of the immigrants to Ohio, what country has contributed to the largest percentage of these people?

   e. What countries provided the largest percentage of immigrants to other states in your geographic location? Is the percentage about the same or much different from Ohio?

   f. Of the foreign stock in Ohio in 1970, were the greatest number foreign born or native born of foreign or mixed parentage?

   g. Compare your geographic area to other parts of the country. How do the leading countries of origin compare when studying various areas? What might explain the differences and similarities?

   h. List the countries of origin for the three (3) largest groups of foreign born residents living in Ohio in 1970. What percentage of these people were high school graduates? What was the median income of each group?

3. Suggested Additional Activities

   a. Have the students list historical evidence of the various nationalities of people who immigrated to your community or county. Consider names of towns, streets, and parks, local festivals, family names in the class or in the telephone directory, and names of local peoples who achieved local, state, or national fame may also be used.

   b. Have the students do some research about the history of your community or the state of Ohio as a whole to find out more about the various groups of immigrants who settled in your area. Have the students answer the questions:

    1. Why did the immigrants choose to settle here?

    2. What contributions have they made?

  c. If there are foreign born residents in your community, invite them to share their experiences as immigrants to the United States with your class.

D. Teacher Notes

1. The Tables included in this lesson were taken from the United States Statistical Abstracts which can be found in most public and college libraries.

2. After the 1980 census is completed, new accurate tables will be available to supplement or replace the ones included in this lesson. The teacher should up-date the tables when the information becomes available in 1981.

3. Detailed abstracts for each state may be available in public and university libraries. They are published by the Census Bureau. The tables entitled "Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970," (Ohio and Louisiana) are included with this lesson. The teacher may wish to develop more specific questions to be answered by the students by using tables as their sources of data.

## No. 165. IMMIGRANTS, BY COUNTRY OF LAST PERMANENT RESIDENCE: 1820 TO 1975

[**In thousands, except percent.** For years ending June 30. For definition of immigrants, see text, pp. 99-100. Data prior to 1906 refer to country from which aliens came. Because of boundary changes and changes in list of countries separately reported, data for certain countries not comparable throughout. See also *Historical Statistics, Colonial Times to 1970*, series C 89-119]

| COUNTRY | 1820-1975, total | 1951-1960, total | 1961-1970, total | 1971 | 1972 | 1973 | 1974 | 1975 | PERCENT 1820-1975 | PERCENT 1961-1970 | PERCENT 1971-1975 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **All countries** | 47,099 | 2,515.5 | 3,321.7 | 370.5 | 384.7 | 400.1 | 394.9 | 386.2 | 100.0 | 100.0 | 100.0 |
| **Europe** | 35,961 | 1,325.6 | 1,123.4 | 91.5 | 86.3 | 91.2 | 80.4 | 72.8 | 76.4 | 33.8 | 21.8 |
| Austria [1] | 4,312 | 67.1 | 20.6 | 1.9 | 2.3 | 1.6 | .7 | .5 | 9.2 | 0.6 | 0.4 |
| Hungary |  | 36.6 | 5.4 | .5 | .5 | 1.0 | .9 | .6 |  | 0.2 | 0.2 |
| Belgium | 201 | 18.6 | 9.2 | .6 | .5 | .4 | .4 | .4 | 0.4 | 0.3 | 0.1 |
| Czechoslovakia | 136 | .9 | 3.3 | .7 | 1.2 | .9 | .4 | .3 | 0.3 | 0.1 | 0.2 |
| Denmark | 363 | 11.0 | 9.2 | .5 | .5 | .4 | .5 | .3 | 0.8 | 0.3 | 0.1 |
| Finland | 33 | 4.9 | 4.2 | .3 | .3 | .3 | .2 | .2 | 0.1 | 0.1 | 0.1 |
| France | 742 | 51.1 | 45.2 | 2.8 | 2.9 | 2.6 | 2.2 | 1.8 | 1.6 | 1.4 | 0.6 |
| Germany [1] | 6,954 | 477.8 | 190.8 | 8.6 | 7.8 | 7.6 | 7.2 | 5.9 | 14.8 | 5.7 | 1.9 |
| Great Britain [2] | 4,852 | 195.5 | 210.0 | 12.3 | 11.5 | 11.9 | 11.7 | 12.2 | 10.3 | 6.3 | 3.1 |
| Greece | 629 | 47.6 | 86.0 | 15.0 | 10.5 | 10.3 | 10.5 | 9.8 | 1.3 | 2.6 | 2.9 |
| Ireland [3] | 4,720 | 57.3 | 37.5 | 1.2 | 1.4 | 1.6 | 1.3 | 1.1 | 10.0 | 1.1 | 0.3 |
| Italy | 5,270 | 185.5 | 214.1 | 22.8 | 22.4 | 22.3 | 15.0 | 11.0 | 11.2 | 6.4 | 4.8 |
| Netherlands | 356 | 52.3 | 30.6 | 1.1 | 1.0 | 1.0 | 1.0 | .8 | 0.8 | 0.9 | 0.2 |
| Norway | 855 | 22.9 | 15.5 | .4 | .4 | .4 | .4 | .4 | 1.8 | 0.5 | 0.1 |
| Poland [1] | 503 | 10.0 | 53.5 | 1.9 | 3.8 | 4.1 | 3.5 | 3.5 | 1.1 | 1.6 | 0.9 |
| Portugal | 411 | 19.6 | 76.1 | 10.5 | 9.5 | 10.0 | 10.7 | 11.3 | 0.9 | 2.3 | 2.7 |
| Spain | 246 | 7.9 | 44.7 | 3.7 | 4.3 | 5.5 | 4.7 | 2.6 | 0.5 | 1.3 | 1.1 |
| Sweden | 1,270 | 21.7 | 17.1 | .6 | .7 | .6 | .6 | .5 | 2.7 | 0.5 | 0.2 |
| Switzerland | 346 | 17.7 | 18.5 | 1.1 | 1.0 | .7 | .7 | .7 | 0.7 | 0.6 | 0.2 |
| U.S.S.R. [1] [4] | 3,354 | .6 | 2.3 | .3 | .4 | .9 | .9 | 4.7 | 7.1 | 0.1 | 0.4 |
| Yugoslavia | 106 | 8.2 | 20.4 | 3.3 | 2.8 | 5.2 | 5.0 | 2.9 | 0.2 | 0.6 | 1.0 |
| Other Europe | 300 | 10.8 | 9.2 | 1.2 | .9 | 1.9 | 1.9 | 1.4 | 0.6 | 0.3 | 0.4 |
| **Asia** | 2,275 | 153.3 | 427.8 | 98.1 | 116.0 | 120.9 | 127.0 | 129.2 | 4.8 | 12.9 | 30.5 |
| China [5] | 488 | 9.7 | 34.8 | 7.6 | 8.5 | 9.2 | 10.0 | 9.2 | 1.0 | 1.0 | 2.3 |
| Hong Kong | [6] 143 | 15.5 | 75.0 | 8.0 | 10.9 | 10.3 | 10.7 | 12.5 | 0.3 | 2.3 | 2.7 |
| India | 107 | 2.0 | 27.2 | 13.1 | 15.6 | 12.0 | 11.7 | 14.3 | 0.2 | 0.8 | 3.4 |
| Iran | [6] 26 | 3.4 | 10.3 | 2.3 | 2.9 | 2.9 | 2.5 | 2.2 | 0.1 | 0.3 | 0.7 |
| Israel | [6] 70 | 25.5 | 29.6 | 2.3 | 3.0 | 2.9 | 2.9 | 3.5 | 0.1 | 0.9 | 0.8 |
| Japan | 391 | 46.3 | 40.0 | 4.6 | 5.0 | 5.1 | 5.4 | 4.8 | 0.8 | 1.2 | 1.3 |
| Jordan [7] | [6] 29 | 5.8 | 11.7 | 2.3 | 2.4 | 2.1 | 2.5 | 2.3 | 0.1 | 0.3 | 0.6 |
| Korea | [6] 150 | 6.2 | 34.5 | 13.7 | 18.1 | 22.3 | 27.5 | 28.1 | 0.3 | 1.0 | 5.7 |
| Lebanon | [6] 35 | 4.5 | 15.2 | 2.8 | 3.0 | 2.6 | 3.0 | 4.0 | 0.1 | 0.5 | 0.8 |
| Philippines | [8] 268 | 19.3 | 98.4 | 27.7 | 28.7 | 30.2 | 32.5 | 31.3 | 0.6 | 3.0 | 7.8 |
| Turkey | 382 | 3.5 | 10.1 | 1.1 | 1.5 | 1.4 | 1.4 | 1.1 | 0.8 | 0.3 | 0.3 |
| Other Asia | 184 | 11.7 | 40.9 | 12.7 | 16.3 | 18.0 | 16.9 | 15.8 | 0.4 | 1.2 | 4.1 |
| **America** | 8,348 | 996.9 | 1,716.4 | 171.7 | 173.2 | 179.6 | 178.8 | 174.7 | 17.7 | 51.7 | 45.3 |
| Argentina | [9] 83 | 19.5 | 49.7 | 2.5 | 2.5 | 2.9 | 2.9 | 2.8 | 0.2 | 1.5 | 0.7 |
| Brazil | [9] 52 | 13.8 | 29.3 | 2.2 | 1.8 | 1.8 | 1.6 | 1.4 | 0.1 | 0.9 | 0.4 |
| Canada | 4,048 | 378.0 | 413.3 | 22.7 | 18.6 | 14.8 | 12.3 | 11.2 | 8.6 | 12.4 | 4.1 |
| Colombia | [9] 119 | 18.0 | 72.0 | 6.5 | 5.2 | 5.3 | 5.9 | 6.4 | 0.3 | 2.2 | 1.5 |
| Cuba | [10] 305 | 78.9 | 208.5 | 21.7 | 19.9 | 22.5 | 17.4 | 25.6 | 0.8 | 6.3 | 5.5 |
| Dominican Rep. | [9] 170 | 9.9 | 93.3 | 12.6 | 10.8 | 14.0 | 15.7 | 14.1 | 0.4 | 2.8 | 3.5 |
| Ecuador | [9] 70 | 9.8 | 36.8 | 5.0 | 4.4 | 4.2 | 4.8 | 4.7 | 0.1 | 1.1 | 1.2 |
| El Salvador | [9] 31 | 5.9 | 15.0 | 1.8 | 2.0 | 2.0 | 2.3 | 2.4 | 0.1 | 0.4 | 0.5 |
| Guatemala | [9] 30 | 4.7 | 15.9 | 2.2 | 1.7 | 1.8 | 1.6 | 1.9 | 0.1 | 0.5 | 0.5 |
| Haiti | [10] 65 | 4.4 | 34.5 | 7.0 | 5.5 | 4.6 | 3.8 | 5.0 | 0.1 | 1.0 | 1.3 |
| Honduras | [9] 28 | 6.0 | 15.7 | 1.2 | 1.0 | 1.4 | 1.4 | 1.4 | 0.1 | 0.5 | 0.3 |
| Mexico | 1,912 | 299.8 | 453.9 | 50.3 | 64.2 | 70.4 | 71.9 | 62.6 | 4.1 | 13.7 | 16.5 |
| Panama | [9] 39 | 11.7 | 19.4 | 1.5 | 1.6 | 1.7 | 1.7 | 1.7 | 0.1 | 0.6 | 0.4 |
| Peru | [9] 35 | 7.4 | 19.1 | 1.2 | 1.5 | 1.8 | 2.0 | 2.3 | 0.1 | 0.6 | 0.5 |
| West Indies | 637 | 29.8 | 133.9 | 25.1 | 24.2 | 21.6 | 24.4 | 22.3 | 1.4 | 4.0 | 6.1 |
| Other America | 633 | 99.2 | 106.2 | 8.1 | 8.3 | 8.7 | 9.3 | 9.0 | 1.3 | 3.2 | 2.2 |
| **Africa** | 104 | 14.1 | 29.0 | 5.8 | 5.5 | 5.5 | 5.2 | 5.9 | 0.2 | 0.9 | 1.4 |
| **Australia and New Zealand** | 111 | 11.5 | 19.6 | 2.4 | 2.6 | 2.5 | 2.0 | 1.8 | 0.2 | 0.6 | 0.6 |
| All other countries | 300 | 14.0 | 5.7 | 1.0 | 1.2 | 1.3 | 1.4 | 1.8 | 0.6 | 0.2 | 0.3 |

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[1] 1938-1945, Austria included with Germany; 1899-1919, Poland included with Austria-Hungary, Germany, and U.S.S.R. [2] Beginning 1952, includes data for United Kingdom not specified, formerly included with "Other Europe." [3] Comprises Eire and Northern Ireland. [4] Europe and Asia. [5] Beginning 1957, includes Taiwan. [6] Prior to 1951, included with "Other Asia." [7] Includes Arab Palestine. [8] Prior to 1951, Philippines included with "All other countries." [9] Prior to 1951, included with "Other America." [10] Prior to 1951, included with "West Indies."

Lesson XXIII, Table II

# Population

## No. 40. POPULATION, BY RACE, NATIVITY, AND SEX, 1920 TO 1970, AND URBAN AND RURAL, 1970

[**In thousands, except percent.** Prior to 1960, excludes Alaska and Hawaii. In some instances, breakdown does not add to total because data are derived from different tabulations. Parentage data, all data for 1960 and 1970, and all other data, as noted, based on sample. See *Historical Statistics, Colonial Times to 1970*, series A 105-118 for foreign born and A 135-142 for native born]

| RACE, NATIVITY, AND SEX | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Total | Urban | Rural |
| **Total** | 105,711 | 122,775 | 131,669 | 150,697 | 179,326 | 203,210 | 149,332 | 53,878 |
| Native | 91,790 | 108,571 | 120,074 | [1] 139,869 | 169,588 | 193,591 | 140,612 | 52,979 |
| Percent of total | 86.9 | 88.4 | 91.2 | 92.8 | 94.6 | 95.3 | 94.2 | 98.3 |
| Foreign born | 13,921 | 14,204 | 11,595 | [1] 10,347 | 9,738 | 9,619 | 8,720 | 899 |
| Percent of total | 13.2 | 11.6 | 8.8 | 6.9 | 5.4 | 4.7 | 5.8 | 1.7 |
| White | 94,821 | 110,287 | 118,215 | 134,942 | 158,838 | 178,119 | 129,077 | 49,042 |
| Native | 81,108 | 96,303 | 106,796 | 124,781 | 149,544 | 169,385 | 121,187 | 48,198 |
| Native parentage | 58,422 | 70,401 | 84,125 | 100,805 | 125,759 | 146,231 | 101,687 | 44,545 |
| Foreign parentage | 15,695 | 17,408 | 15,184 | 14,816 | } 23,784 | 23,154 | 19,500 | 3,654 |
| Mixed parentage | 6,992 | 8,495 | 7,974 | 8,763 | | | | |
| Foreign born | 13,713 | 13,983 | 11,419 | 10,161 | 9,294 | 8,734 | 7,890 | 844 |
| Other races [2] | [1] 10,890 | [1] 12,488 | 13,455 | 15,755 | 20,488 | 25,091 | 20,255 | 4,836 |
| **Male** | 53,900 | 62,137 | 66,062 | 74,833 | 88,303 | 98,882 | 71,939 | 26,942 |
| Native | (NA) | (NA) | 59,940 | [1] 68,942 | 83,543 | 94,478 | (NA) | (NA) |
| Foreign born | (NA) | (NA) | 6,122 | [1] 5,258 | 4,760 | 4,404 | (NA) | (NA) |
| White | 48,431 | 55,923 | 59,449 | 67,129 | 78,348 | 86,893 | 62,352 | 24,541 |
| Native | 40,902 | 48,420 | 53,438 | 61,953 | 73,840 | 82,910 | 58,769 | 24,141 |
| Foreign born | 7,528 | 7,502 | 6,011 | 5,176 | 4,508 | 3,983 | 3,583 | 399 |
| Other races [2] | [1] 5,470 | [1] 6,215 | 6,613 | 7,704 | 9,956 | 11,989 | 9,587 | 2,401 |
| **Female** | 51,810 | 60,638 | 65,608 | 75,864 | 91,022 | 104,328 | 77,393 | 26,936 |
| Native | (NA) | (NA) | 60,134 | [1] 70,927 | 86,045 | 99,113 | (NA) | (NA) |
| Foreign born | (NA) | (NA) | 5,473 | [1] 5,089 | 4,978 | 5,216 | (NA) | (NA) |
| White | 46,390 | 54,364 | 58,766 | 67,813 | 80,490 | 91,226 | 66,725 | 24,501 |
| Native | 40,206 | 47,883 | 53,358 | 62,828 | 75,703 | 86,475 | 62,419 | 24,057 |
| Foreign born | 6,184 | 6,481 | 5,408 | 4,985 | 4,786 | 4,751 | 4,307 | 444 |
| Other races [2] | [1] 5,420 | [1] 6,274 | 6,841 | 8,052 | 10,533 | 13,102 | 10,668 | 2,435 |

NA Not available. [1] Based on sample. [2] Negroes, Aleuts, Chinese, Eskimos, Filipinos, Hawaiians, Indians, Indonesians, Japanese, Koreans, Polynesians, and other races.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1950*, vol. II, *1960*, vol. II, part 1, and vol. IV, part 3; *1960*, vol. I and vol. II, part 1A; and *1970*, vol. I, part 1C.

Lesson XXIII. Table III

## No. 43. Foreign Stock, by Country of Origin: 1960 and 1970

[In thousands, except percent. 1960 based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability. See also *Historical Statistics, Colonial Times to 1970*, series C 195-295]

| Country of origin | 1960 |  | 1970 |  |  |  |  |  |  |
|---|---|---|---|---|---|---|---|---|---|
|  | Total | Percent | Total | Percent | Foreign born | Native of foreign or mixed parentage | Percent high school graduates [1] | Number of families | Median family income [2] |
| **All countries** | 34,050 | 100.0 | 33,575 | 100.0 | 9,619 | 23,956 | 48.1 | 11,706 | $10,719 |
| United Kingdom | 2,885 | 8.5 | 2,465 | 7.3 | 686 | 1,779 | 60.0 | 810 | 11,120 |
| Ireland (Eire) | 1,773 | 5.2 | 1,450 | 4.3 | 251 | 1,199 | 54.6 | 506 | 11,509 |
| Norway | 775 | 2.3 | 615 | 1.8 | 97 | 517 | 48.7 | 238 | 9,615 |
| Sweden | 1,047 | 3.1 | 806 | 2.4 | 127 | 679 | 52.4 | 326 | 10,638 |
| Denmark | 399 | 1.2 | 326 | 1.0 | 61 | 264 | 52.8 | 129 | 9,711 |
| Netherlands | 399 | 1.2 | 384 | 1.1 | 111 | 273 | 48.1 | 141 | 10,730 |
| Switzerland | 263 | 0.8 | 219 | 0.7 | 50 | 169 | (NA) | (NA) | (NA) |
| France | 352 | 1.0 | 343 | 1.0 | 105 | 238 | 55.6 | 95 | 10,389 |
| Germany [3] | 4,321 | 12.7 | 3,622 | 10.8 | 833 | 2,789 | 42.3 | 1,221 | 9,505 |
| Poland | 2,780 | 8.2 | 2,374 | 7.1 | 548 | 1,826 | 41.4 | 961 | 11,767 |
| Czechoslovakia | 918 | 2.7 | 760 | 2.3 | 161 | 599 | 42.6 | 300 | 10,676 |
| Austria | 1,099 | 3.2 | 975 | 2.9 | 214 | 761 | 49.0 | 389 | 11,733 |
| Hungary | 702 | 2.1 | 604 | 1.8 | 183 | 420 | 48.3 | 236 | 11,845 |
| Yugoslavia | 449 | 1.3 | 447 | 1.3 | 154 | 294 | 41.6 | 170 | 11,388 |
| U.S.S.R. | 2,290 | 6.7 | 1,943 | 5.8 | 463 | 1,480 | 60.0 | 817 | 13,165 |
| Lithuania | 403 | 1.2 | 331 | 1.0 | 76 | 255 | 52.0 | 133 | 12,317 |
| Greece | 379 | 1.1 | 435 | 1.3 | 177 | 257 | 53.6 | 154 | 11,132 |
| Italy | 4,544 | 13.3 | 4,241 | 12.6 | 1,009 | 3,232 | 40.1 | 1,740 | 11,115 |
| Other Europe | 1,173 | 3.4 | 1,214 | 3.6 | 405 | 809 | (NA) | (NA) | (NA) |
| Asia [4] | 1,142 | 3.4 | 1,745 | 5.2 | 825 | 920 | (NA) | (NA) | (NA) |
| Western Asia [5] | 335 | 1.0 | 399 | 1.2 | 174 | 225 | (NA) | (NA) | (NA) |
| China (incl. Taiwan) | 208 | 0.6 | 339 | 1.0 | 172 | 167 | 57.5 | 84 | 10,683 |
| Japan | 322 | 0.9 | 394 | 1.2 | 120 | 274 | 68.1 | 106 | 12,772 |
| Other Asia | 276 | 0.8 | 613 | 1.8 | 358 | 255 | (NA) | (NA) | (NA) |
| Canada | 3,181 | 9.3 | 3,035 | 9.0 | 812 | 2,222 | 51.6 | 950 | 10,794 |
| Mexico | 1,736 | 5.1 | 2,339 | 7.0 | 760 | 1,579 | 24.1 | 637 | 7,263 |
| Cuba | 124 | 0.4 | 561 | 1.7 | 439 | 122 | 44.6 | 143 | 8,728 |
| Other America | 456 | 1.3 | 963 | 2.9 | 605 | 358 | (NA) | (NA) | (NA) |
| Other [4] and not reported | 462 | 1.4 | 1,380 | 4.1 | 466 | 914 | (NA) | (NA) | (NA) |

NA Not available. [1] Persons 25 years old and over. [2] Income received during 1969. [3] German Democratic Republic and Federal Republic of Germany. [4] For 1960, United Arab Republic included in Asia; for 1970, in "Other." [5] Includes Turkey in Europe.

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1960*, vol. I, and *1970*, vol. I, and vol. II, PO(2)-1A.

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XXIII. Table IV

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## No. 44. NATIVITY AND PARENTAGE OF THE FOREIGN STOCK—STATES: 1960 AND 1970

[In thousands, except percent. 1960 data based on 25-percent sample; 1970 on 15-percent sample. See source for sampling variability]

| STATE | 1960 |  | FOREIGN STOCK, 1970 |  |  |  |  |
|---|---|---|---|---|---|---|---|
|  | Foreign stock | Percent of U.S. division or State | Total | Percent of U.S. division or State | Foreign born | Native of foreign or mixed parentage | Leading countries of origin and percent of division or State population (U.K.=United Kingdom) |
| **U.S.** | 34,050 | 19.0 | 33,575 | 16.5 | 9,619 | 23,956 | **Italy, 2.1; Germany, 1.8; Canada, 1.5.** |
| **N.E.** | 3,870 | 36.8 | 3,617 | 30.5 | 929 | 2,688 | **Canada, 7.9; Italy, 5.2; U.K., 2.5.** |
| Maine | 226 | 23.3 | 193 | 19.4 | 43 | 150 | Canada, 13.8; U.K., 1.2; Ireland, 0.7. |
| N.H. | 177 | 29.2 | 171 | 23.2 | 37 | 134 | Canada, 13.1; U.K., 1.6; Ireland, 1.1. |
| Vt. | 86 | 22.1 | 81 | 18.2 | 18 | 63 | Canada, 10.4; U.K., 1.6; Italy, 1.1. |
| Mass. | 2,058 | 40.0 | 1,892 | 33.3 | 495 | 1,397 | Canada, 8.2; Italy, 5.2; Ireland, 3.8. |
| R.I. | 340 | 39.6 | 311 | 32.8 | 74 | 237 | Italy, 7.7; Canada, 7.0; U.K., 3.6. |
| Conn. | 982 | 38.7 | 970 | 32.0 | 262 | 708 | Italy, 7.5; Canada, 4.2; Poland, 3.4. |
| **M.A.** | 11,098 | 32.5 | 10,284 | 27.6 | 3,190 | 7,094 | **Italy, 6.2; Poland, 2.7; Germany, 2.5.** |
| N.Y. | 6,487 | 38.7 | 5,995 | 32.9 | 2,110 | 3,885 | Italy, 7.3; U.S.S.R., 3.1; Poland, 3.1. |
| N.J. | 2,109 | 34.8 | 2,156 | 30.1 | 635 | 1,521 | Italy, 7.2; Germany, 3.1; Poland, 3.0. |
| Pa. | 2,502 | 22.1 | 2,133 | 18.1 | 446 | 1,687 | Italy, 3.8; Poland, 2.1; Germany, 1.7. |
| **E.N.C.** | 7,129 | 19.7 | 6,297 | 15.6 | 1,584 | 4,713 | **Germany, 2.4; Poland, 1.8; Italy, 1.4.** |
| Ohio | 1,491 | 15.4 | 1,311 | 12.3 | 316 | 995 | Germany, 1.8; Italy, 1.6; Poland, 1.1. |
| Ind. | 377 | 8.1 | 351 | 6.8 | 83 | 268 | Germany, 1.2; Poland, 0.7; U.K., 0.6. |
| Ill. | 2,449 | 24.3 | 2,202 | 19.8 | 629 | 1,573 | Germany, 2.8; Poland, 2.7; Italy, 2.1. |
| Mich. | 1,899 | 24.3 | 1,684 | 19.0 | 424 | 1,260 | Canada, 4.0; Poland, 2.4; Germany, 2.1. |
| Wis. | 914 | 23.1 | 748 | 16.9 | 131 | 617 | Germany, 5.3; Poland, 1.6; Norway, 1.2. |
| **W.N.C.** | 2,425 | 15.8 | 1,951 | 12.0 | 290 | 1,661 | **Germany, 2.9; Norway, 1.2; Sweden, 1.1.** |
| Minn. | 875 | 25.6 | 707 | 18.6 | 58 | 649 | Germany, 3.6; Sweden, 3.0; Norway, 3.0. |
| Iowa | 388 | 14.1 | 297 | 10.5 | 40 | 257 | Germany, 3.6; Sweden, 0.7; Norway, 0.7. |
| Mo. | 367 | 8.5 | 312 | 6.7 | 66 | 246 | Germany, 1.7; Italy, 0.6; U.K., 0.5. |
| N.Dak. | 190 | 30.1 | 146 | 23.6 | 18 | 128 | Norway, 6.3; U.S.S.R., 5.4; Germany, 3.4. |
| S.Dak. | 142 | 20.9 | 109 | 16.4 | 11 | 98 | Germany, 4.0; Norway, 2.8; U.S.S.R., 2.1. |
| Nebr. | 258 | 18.3 | 205 | 13.8 | 29 | 176 | Germany, 4.2; Czech., 1.3; Sweden, 1.2. |
| Kans. | 206 | 9.5 | 175 | 7.8 | 28 | 147 | Germany, 1.9; U.S.S.R., 0.8; U.K., 0.7. |
| **S.A.** | 1,714 | 6.6 | 2,409 | 7.9 | 879 | 1,530 | **Germany, 0.9; Cuba, 0.9; U.K., 0.8.** |
| Del. | 59 | 13.2 | 65 | 11.9 | 16 | 49 | Italy, 2.2; U.K., 1.5; Poland, 1.3. |
| Md. | 372 | 12.0 | 454 | 11.6 | 124 | 330 | Germany, 1.5; Italy, 1.3; U.S.S.R., 1.2. |
| Dist. of Col. | 97 | 12.7 | 73 | 9.7 | 34 | 39 | Germany, 0.7; U.K., 0.7; U.S.S.R., 0.7. |
| Va. | 178 | 4.5 | 252 | 5.4 | 72 | 180 | Germany, 0.7; U.K., 0.7; Canada, 0.5. |
| W. Va. | 91 | 4.9 | 74 | 4.2 | 17 | 57 | Italy, 1.0; U.K., 0.5; Germany, 0.4. |
| N.C. | 68 | 1.5 | 95 | 1.9 | 29 | 65 | Germany, 0.3; U.K., 0.3; Canada, 0.2. |
| S.C. | 38 | 1.6 | 49 | 1.9 | 14 | 35 | Germany, 0.4; U.K., 0.3; Canada, 0.2. |
| Ga. | 78 | 2.0 | 112 | 2.4 | 33 | 79 | Germany, 0.5; U.K., 0.3; Canada, 0.2. |
| Fla. | 733 | 14.8 | 1,236 | 18.2 | 540 | 696 | Cuba, 3.7; Germany, 1.8; U.K., 1.7. |
| **E.S.C.** | 218 | 1.8 | 236 | 1.8 | 60 | 176 | **Germany, 0.4; U.K., 0.2; Italy, 0.2.** |
| Ky. | 75 | 2.5 | 73 | 2.3 | 17 | 56 | Germany, 0.7; U.K., 0.2; Canada, 0.1. |
| Tenn. | 59 | 1.7 | 68 | 1.7 | 19 | 49 | Germany, 0.3; U.K., 0.2; Canada, 0.2. |
| Ala. | 55 | 1.7 | 64 | 1.9 | 16 | 48 | Germany, 0.4; U.K., 0.3; Italy, 0.2. |
| Miss. | 29 | 1.3 | 31 | 1.4 | 8 | 23 | Germany, 0.2; Italy, 0.2; U.K., 0.2. |
| **W.S.C.** | 1,329 | 7.8 | 1,469 | 7.6 | 378 | 1,091 | **Mexico, 3.7; Germany, 0.8; U.K., 0.4.** |
| Ark. | 34 | 1.9 | 37 | 1.9 | 8 | 29 | Germany, 0.5; U.K., 0.2; Canada, 0.2. |
| La. | 124 | 3.8 | 140 | 3.8 | 40 | 100 | Italy, 0.8; Germany, 0.4; U.K., 0.3. |
| Okla. | 89 | 3.8 | 93 | 3.6 | 20 | 73 | Germany, 0.8; U.K., 0.4; Canada, 0.3. |
| Tex. | 1,082 | 11.3 | 1,199 | 10.7 | 310 | 889 | Mexico, 6.4; Germany, 0.9; U.K., 0.4. |
| **Mt.** | 1,046 | 15.3 | 1,098 | 13.3 | 246 | 852 | **Mexico, 2.4; Germany, 1.6; U.K., 1.4.** |
| Mont. | 150 | 22.2 | 122 | 17.6 | 20 | 102 | Canada, 3.0; Germany, 2.2; Norway, 2.1. |
| Idaho | 83 | 12.4 | 74 | 10.4 | 13 | 61 | Canada, 1.5; U.K., 1.5; Germany, 1.4. |
| Wyo. | 48 | 14.5 | 38 | 11.4 | 7 | 31 | Germany, 1.7; U.K., 1.6; Canada, 0.9. |
| Colo. | 261 | 14.9 | 280 | 12.7 | 60 | 220 | Germany, 2.0; U.S.S.R., 1.2; U.K., 1.2. |
| N. Mex. | 79 | 8.3 | 89 | 8.8 | 23 | 66 | Mexico, 3.7; Germany, 0.7; U.K., 0.6. |
| Ariz. | 236 | 18.1 | 297 | 16.8 | 77 | 220 | Mexico, 6.4; Canada, 1.5; Germany, 1.4. |
| Utah | 139 | 15.6 | 132 | 12.5 | 30 | 102 | U.K., 2.7; Germany, 1.3; Canada, 1.1. |
| Nev. | 50 | 17.5 | 68 | 13.9 | 18 | 50 | Italy, 1.6; Canada, 1.6; Germany, 1.4. |
| **Pac.** | 5,222 | 21.6 | 6,214 | 23.4 | 2,064 | 4,150 | **Mexico, 4.3; Canada, 2.4; Germany, 1.8.** |
| Wash. | 654 | 22.9 | 638 | 18.7 | 156 | 482 | Canada, 4.0; Germany, 2.1; U.K., 1.8. |
| Oreg. | 301 | 17.0 | 295 | 14.1 | 66 | 229 | Canada, 2.5; Germany, 1.9; U.K., 1.4. |
| Calif. | 3,994 | 25.4 | 4,992 | 25.0 | 1,758 | 3,234 | Mexico, 5.6; Canada, 2.2; U.K., 1.9. |
| Alaska | 31 | 13.7 | 33 | 11.0 | 8 | 25 | Canada, 2.2; Germany, 1.2; U.K., 1.0. |
| Hawaii | 243 | 38.4 | 257 | 33.4 | 76 | 181 | Japan, 13.7; China, 2.7; Canada, 0.8. |

Source: U.S. Bureau of the Census, *U.S. Census of Population: 1960*, vol. I, and *1970*, vol. I.

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## Table 71. Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970

[Data based on sample, see text. For meaning of symbols, see text]

### The State

| | Metropolitan | | | | | Nonmetropolitan | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Central cities | Other urban | Rural nonfarm | Rural farm | Total | Urban | Rural nonfarm | Rural farm |
| **NATIVITY AND PARENTAGE** | | | | | | | | | |
| **Total population** | 8 271 398 | 3 428 646 | 3 566 753 | 1 074 558 | 201 441 | 2 379 505 | 1 026 372 | 1 050 105 | 303 028 |
| Native | 7 977 101 | 3 289 829 | 3 430 765 | 1 058 312 | 198 195 | 2 357 306 | 1 013 439 | 1 042 568 | 301 299 |
| Native parentage | 7 081 979 | 2 945 683 | 2 967 155 | 984 044 | 185 097 | 2 257 578 | 959 047 | 1 006 799 | 291 732 |
| Foreign or mixed parentage | 895 122 | 344 146 | 463 610 | 74 268 | 13 098 | 99 728 | 54 392 | 35 769 | 9 567 |
| Foreign born | 294 297 | 138 817 | 135 988 | 16 246 | 3 246 | 22 199 | 12 933 | 7 537 | 1 729 |
| **COUNTRY OF ORIGIN** | | | | | | | | | |
| **Total foreign born** | 294 297 | 138 817 | 135 988 | 16 246 | 3 246 | 22 199 | 12 933 | 7 537 | 1 729 |
| United Kingdom | 22 764 | 7 986 | 12 535 | 1 858 | 385 | 2 714 | 1 530 | 979 | 205 |
| Ireland | 4 891 | 2 364 | 2 334 | 157 | 36 | 195 | 129 | 58 | 8 |
| Norway | 614 | 201 | 387 | 19 | 7 | 89 | 50 | 32 | 7 |
| Sweden | 1 826 | 610 | 1 061 | 149 | 6 | 176 | 105 | 59 | 12 |
| Denmark | 739 | 254 | 432 | 45 | 8 | 121 | 76 | 39 | 6 |
| Netherlands | 1 727 | 546 | 902 | 208 | 71 | 182 | 95 | 80 | 7 |
| Switzerland | 1 115 | 425 | 396 | 255 | 39 | 260 | 101 | 120 | 39 |
| France | 2 654 | 1 119 | 1 293 | 233 | 9 | 336 | 198 | 103 | 35 |
| Germany[1] | 32 414 | 13 816 | 15 732 | 2 334 | 532 | 3 363 | 1 822 | 1 256 | 285 |
| Poland | 21 850 | 12 005 | 8 784 | 878 | 183 | 812 | 320 | 357 | 135 |
| Czechoslovakia | 16 693 | 6 776 | 8 488 | 1 174 | 255 | 869 | 331 | 423 | 115 |
| Austria | 11 041 | 5 357 | 4 819 | 761 | 104 | 600 | 277 | 241 | 82 |
| Hungary | 21 399 | 10 821 | 9 058 | 1 220 | 300 | 829 | 441 | 300 | 88 |
| Yugoslavia | 24 500 | 13 855 | 9 104 | 1 281 | 260 | 651 | 289 | 282 | 80 |
| U S S R | 13 439 | 5 906 | 7 171 | 302 | 60 | 431 | 230 | 132 | 69 |
| Lithuania | 3 222 | 1 465 | 1 671 | 67 | 19 | 147 | 118 | 21 | 8 |
| Greece | 8 151 | 5 107 | 2 798 | 219 | 27 | 385 | 309 | 70 | 6 |
| Italy | 33 557 | 16 579 | 15 520 | 1 261 | 197 | 2 607 | 1 888 | 628 | 91 |
| Other Europe | 12 929 | 6 029 | 5 978 | 684 | 238 | 1 447 | 910 | 416 | 121 |
| Asia | 18 191 | 9 759 | 7 764 | 572 | 96 | 1 643 | 1 191 | 414 | 38 |
| Western Asia[2] | 6 488 | 3 696 | 2 640 | 133 | 19 | 284 | 242 | 36 | 6 |
| China[3] | 2 362 | 1 408 | 885 | 62 | 7 | 180 | 147 | 30 | 3 |
| Japan | 1 579 | 665 | 785 | 122 | 7 | 209 | 133 | 76 | - |
| Other Asia | 7 762 | 3 990 | 3 454 | 255 | 63 | 970 | 669 | 272 | 29 |
| Canada | 16 148 | 5 756 | 9 077 | 1 192 | 123 | 2 042 | 1 296 | 608 | 138 |
| Mexico | 1 859 | 1 125 | 493 | 218 | 23 | 762 | 379 | 325 | 58 |
| Cuba | 1 949 | 819 | 984 | 115 | 31 | 250 | 131 | 119 | - |
| Other America | 5 391 | 2 887 | 2 308 | 182 | 14 | 333 | 252 | 81 | - |
| All other | 2 586 | 1 239 | 1 162 | 168 | 17 | 227 | 137 | 90 | - |
| Not reported | 12 648 | 6 011 | 5 737 | 694 | 206 | 728 | 328 | 304 | 96 |
| **Total foreign or mixed parentage** | 895 122 | 344 146 | 463 610 | 74 268 | 13 098 | 99 728 | 54 392 | 35 769 | 9 567 |
| United Kingdom | 69 516 | 23 286 | 36 754 | 8 176 | 1 300 | 13 033 | 7 366 | 4 808 | 859 |
| Ireland | 30 064 | 13 548 | 14 805 | 1 489 | 222 | 2 791 | 1 762 | 798 | 231 |
| Norway | 3 308 | 1 199 | 1 774 | 282 | 53 | 371 | 229 | 111 | 31 |
| Sweden | 8 829 | 2 571 | 5 212 | 978 | 68 | 1 708 | 1 076 | 462 | 170 |
| Denmark | 3 016 | 849 | 1 741 | 392 | 34 | 616 | 379 | 140 | 97 |
| Netherlands | 3 925 | 1 156 | 2 183 | 436 | 150 | 705 | 393 | 253 | 59 |
| Switzerland | 8 103 | 2 889 | 3 353 | 1 406 | 455 | 2 859 | 1 166 | 1 079 | 614 |
| France | 8 946 | 3 670 | 4 144 | 963 | 169 | 1 704 | 925 | 606 | 173 |
| Germany[1] | 128 322 | 54 195 | 59 547 | 11 528 | 3 052 | 24 287 | 12 196 | 8 778 | 3 313 |
| Poland | 88 986 | 40 052 | 42 516 | 5 564 | 854 | 4 614 | 2 076 | 2 005 | 533 |
| Czechoslovakia | 71 432 | 24 579 | 40 006 | 5 691 | 1 156 | 4 193 | 1 696 | 1 992 | 505 |
| Austria | 47 760 | 16 824 | 25 867 | 4 442 | 627 | 3 428 | 1 666 | 1 433 | 329 |
| Hungary | 56 924 | 20 080 | 30 220 | 5 644 | 980 | 3 792 | 1 704 | 1 603 | 485 |
| Yugoslavia | 46 827 | 16 888 | 25 768 | 3 541 | 630 | 1 865 | 795 | 862 | 208 |
| U S S R | 39 178 | 13 679 | 23 757 | 1 460 | 282 | 1 472 | 857 | 501 | 114 |
| Lithuania | 10 215 | 3 577 | 6 010 | 563 | 65 | 395 | 175 | 181 | 39 |
| Greece | 12 813 | 5 733 | 6 180 | 836 | 64 | 861 | 590 | 234 | 37 |
| Italy | 118 830 | 43 069 | 66 625 | 8 210 | 926 | 11 635 | 8 301 | 2 996 | 338 |
| Other Europe | 29 247 | 10 855 | 15 006 | 2 908 | 478 | 4 379 | 2 564 | 1 372 | 443 |
| Asia | 20 664 | 9 548 | 9 710 | 1 230 | 176 | 1 970 | 1 246 | 634 | 90 |
| Western Asia[2] | 10 706 | 5 385 | 4 765 | 465 | 91 | 768 | 509 | 215 | 44 |
| China[3] | 2 247 | 1 089 | 1 062 | 96 | - | 198 | 109 | 67 | 22 |
| Japan | 2 975 | 1 121 | 1 441 | 360 | 53 | 406 | 208 | 198 | - |
| Other Asia | 4 736 | 1 953 | 2 442 | 309 | 32 | 598 | 420 | 154 | 24 |
| Canada | 39 206 | 14 034 | 20 974 | 3 591 | 607 | 5 862 | 3 245 | 2 162 | 455 |
| Mexico | 6 733 | 3 634 | 1 990 | 967 | 142 | 3 995 | 2 084 | 1 751 | 160 |
| Cuba | 1 275 | 565 | 662 | 33 | 15 | 119 | 68 | 51 | - |
| Other America | 5 482 | 2 304 | 2 803 | 361 | 14 | 473 | 395 | 72 | 6 |
| All other | 3 021 | 1 327 | 1 527 | 142 | 25 | 404 | 299 | 94 | 11 |
| Not reported | 32 500 | 14 035 | 14 476 | 3 435 | 554 | 2 197 | 1 139 | 791 | 267 |
| Persons of Spanish language[4] | 76 722 | 46 979 | 22 483 | 6 322 | 938 | 18 406 | 9 833 | 7 430 | 1 143 |
| Other persons of Spanish surname[4] | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persons of Spanish origin or descent | 107 672 | 63 247 | 31 934 | 10 586 | 1 905 | 22 323 | 10 592 | 9 125 | 2 606 |
| Persons of Puerto Rican birth or parentage | 19 811 | 16 916 | 2 551 | 246 | 98 | 1 107 | 855 | 245 | 7 |
| **MOTHER TONGUE** | | | | | | | | | |
| **Total native** | 7 977 101 | 3 289 829 | 3 430 765 | 1 058 312 | 198 195 | 2 357 306 | 1 013 439 | 1 042 568 | 301 299 |
| English | 6 800 334 | 2 764 958 | 2 911 272 | 950 218 | 173 886 | 2 131 721 | 918 063 | 953 994 | 259 664 |
| French | 20 954 | 9 309 | 9 335 | 2 003 | 307 | 3 782 | 2 056 | 1 362 | 364 |
| German | 220 203 | 82 152 | 99 228 | 28 027 | 10 796 | 79 072 | 23 839 | 29 393 | 25 840 |
| Polish | 108 158 | 50 755 | 49 200 | 7 304 | 899 | 5 036 | 2 228 | 2 270 | 538 |
| Russian | 9 063 | 3 264 | 4 840 | 819 | 140 | 530 | 226 | 261 | 43 |
| Yiddish | 27 016 | 8 730 | 18 094 | 176 | 16 | 375 | 303 | 72 | - |
| Italian | 114 963 | 42 017 | 64 323 | 7 809 | 814 | 10 829 | 7 659 | 2 856 | 314 |
| Spanish | 43 858 | 29 902 | 9 771 | 3 660 | 525 | 12 614 | 6 865 | 5 047 | 702 |
| All other | 296 314 | 108 855 | 158 678 | 24 344 | 4 437 | 22 629 | 11 181 | 8 983 | 2 465 |
| Not reported | 336 238 | 189 887 | 106 024 | 33 952 | 6 375 | 90 718 | 41 019 | 38 330 | 11 369 |
| **Total foreign born** | 294 297 | 138 817 | 135 988 | 16 246 | 3 246 | 22 199 | 12 933 | 7 537 | 1 729 |
| English | 43 187 | 16 426 | 23 172 | 3 114 | 475 | 4 954 | 2 934 | 1 668 | 352 |
| French | 6 470 | 2 740 | 3 182 | 472 | 76 | 808 | 489 | 262 | 57 |
| German | 55 915 | 24 179 | 26 786 | 3 906 | 1 044 | 4 619 | 2 487 | 1 679 | 453 |
| Polish | 18 131 | 10 634 | 6 439 | 919 | 139 | 698 | 255 | 341 | 102 |
| Russian | 4 228 | 2 054 | 1 999 | 150 | 25 | 191 | 67 | 62 | 62 |
| Yiddish | 9 410 | 3 070 | 6 311 | 24 | 5 | 94 | 94 | - | - |
| Italian | 34 036 | 16 999 | 15 568 | 1 292 | 177 | 2 585 | 1 889 | 609 | 87 |
| Spanish | 8 506 | 4 429 | 3 351 | 567 | 159 | 1 412 | 740 | 546 | 126 |
| All other | 111 643 | 56 788 | 48 171 | 5 564 | 1 120 | 6 606 | 3 849 | 2 281 | 476 |
| Not reported | 2 771 | 1 498 | 1 009 | 238 | 26 | 232 | 129 | 89 | 14 |

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[1] Includes West Germany and East Germany [2] Includes Turkey in Europe [3] Includes Taiwan and Mainland China [4] See text for definition

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XXIII.

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## Table 71. Ethnic Characteristics by Metropolitan and Nonmetropolitan Residence: 1970

[Data based on sample, see text. For meaning of symbols, see text]

### The State

| | Metropolitan | | | | | Nonmetropolitan | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Central cities | Other urban | Rural nonfarm | Rural farm | Total | Urban | Rural nonfarm | Rural farm |
| **NATIVITY AND PARENTAGE** | | | | | | | | | |
| **Total population** | 1 995 352 | 1 142 898 | 606 668 | 236 079 | 9 707 | 1 645 090 | 658 289 | 881 189 | 105 612 |
| Native | 1 962 707 | 1 120 168 | 597 841 | 235 001 | 9 697 | 1 638 193 | 654 270 | 878 518 | 105 405 |
| Native parentage | 1 886 138 | 1 074 582 | 571 062 | 230 892 | 9 602 | 1 614 541 | 642 156 | 868 369 | 104 016 |
| Foreign or mixed parentage | 76 569 | 45 586 | 26 779 | 4 109 | 95 | 23 652 | 12 114 | 10 149 | 1 389 |
| Foreign born | 32 645 | 22 730 | 8 827 | 1 078 | 10 | 6 897 | 4 019 | 2 671 | 207 |
| **COUNTRY OF ORIGIN** | | | | | | | | | |
| **Total foreign born** | 32 645 | 22 730 | 8 827 | 1 078 | 10 | 6 897 | 4 019 | 2 671 | 207 |
| United Kingdom | 1 836 | 921 | 754 | 161 | – | 475 | 209 | 245 | 21 |
| Ireland | 422 | 265 | 143 | 14 | – | 170 | 135 | 35 | – |
| Norway | 325 | 173 | 152 | – | – | 42 | 26 | 16 | – |
| Sweden | 131 | 70 | 54 | 7 | – | 49 | 31 | 6 | 12 |
| Denmark | 120 | 74 | 46 | – | – | – | – | – | – |
| Netherlands | 310 | 174 | 129 | 7 | – | 79 | 32 | 47 | – |
| Switzerland | 129 | 86 | 36 | 7 | – | 19 | 19 | – | – |
| France | 792 | 483 | 274 | 35 | – | 210 | 134 | 63 | 13 |
| Germany[1] | 2 086 | 1 093 | 807 | 186 | – | 1 034 | 561 | 444 | 29 |
| Poland | 588 | 473 | 108 | 7 | – | 123 | 87 | 36 | – |
| Czechoslovakia | 126 | 92 | 27 | 7 | – | 38 | 27 | 11 | – |
| Austria | 225 | 181 | 44 | – | – | 111 | 71 | 40 | – |
| Hungary | 207 | 111 | 52 | 44 | – | 120 | 24 | 96 | – |
| Yugoslavia | 301 | 262 | 34 | 5 | – | 110 | 63 | 42 | 5 |
| U S S R | 482 | 414 | 68 | – | – | 43 | 22 | 21 | – |
| Lithuania | 43 | 31 | 12 | – | – | 13 | 13 | – | – |
| Greece | 481 | 385 | 75 | 21 | – | 28 | 22 | 6 | – |
| Italy | 2 537 | 1 687 | 760 | 90 | – | 736 | 380 | 305 | 51 |
| Other Europe | 767 | 529 | 205 | 33 | – | 278 | 158 | 106 | 14 |
| Asia | 2 255 | 1 558 | 596 | 101 | – | 720 | 440 | 265 | 15 |
| Western Asia[2] | 464 | 355 | 103 | 6 | – | 136 | 115 | 13 | 8 |
| China[3] | 475 | 366 | 61 | 48 | – | 84 | 54 | 30 | – |
| Japan | 286 | 168 | 101 | 17 | – | 205 | 94 | 104 | 7 |
| Other Asia | 1 030 | 669 | 331 | 30 | – | 295 | 177 | 118 | – |
| Canada | 1 169 | 604 | 467 | 98 | – | 273 | 138 | 135 | – |
| Mexico | 1 064 | 704 | 324 | 26 | 10 | 287 | 152 | 128 | 7 |
| Cuba | 4 805 | 3 761 | 984 | 60 | – | 449 | 267 | 182 | – |
| Other America | 9 526 | 7 114 | 2 332 | 80 | – | 666 | 423 | 230 | 13 |
| All other | 473 | 355 | 114 | 4 | – | 104 | 56 | 48 | – |
| Not reported | 1 445 | 1 130 | 230 | 85 | – | 720 | 529 | 164 | 27 |
| **Total foreign or mixed parentage** | 76 569 | 45 586 | 26 779 | 4 109 | 95 | 23 652 | 12 114 | 10 149 | 1 389 |
| United Kingdom | 5 320 | 2 850 | 1 975 | 495 | – | 1 621 | 796 | 720 | 105 |
| Ireland | 2 050 | 1 410 | 527 | 113 | – | 598 | 370 | 203 | 25 |
| Norway | 800 | 378 | 402 | 20 | – | 164 | 60 | 86 | 18 |
| Sweden | 883 | 545 | 248 | 90 | – | 221 | 164 | 57 | – |
| Denmark | 482 | 211 | 241 | 30 | – | 127 | 70 | 57 | – |
| Netherlands | 516 | 336 | 169 | 11 | – | 100 | 50 | 50 | – |
| Switzerland | 353 | 184 | 128 | 41 | – | 107 | 78 | 22 | 7 |
| France | 3 596 | 2 362 | 1 054 | 176 | 4 | 822 | 481 | 283 | 58 |
| Germany[1] | 7 857 | 4 772 | 2 458 | 611 | 16 | 3 260 | 1 660 | 1 399 | 201 |
| Poland | 1 694 | 1 216 | 444 | 34 | – | 366 | 267 | 84 | 15 |
| Czechoslovakia | 594 | 379 | 159 | 56 | – | 219 | 118 | 92 | 9 |
| Austria | 1 225 | 766 | 405 | 45 | 9 | 190 | 124 | 66 | – |
| Hungary | 584 | 299 | 256 | 29 | – | 356 | 104 | 189 | 63 |
| Yugoslavia | 690 | 422 | 240 | 28 | – | 311 | 158 | 115 | 38 |
| U S S R | 2 272 | 1 649 | 529 | 94 | – | 276 | 161 | 115 | – |
| Lithuania | 255 | 177 | 78 | – | – | 47 | 24 | 23 | – |
| Greece | 943 | 642 | 269 | 32 | – | 108 | 85 | 23 | – |
| Italy | 20 254 | 12 040 | 7 543 | 622 | 49 | 5 504 | 2 698 | 2 421 | 385 |
| Other Europe | 2 435 | 1 391 | 773 | 271 | – | 669 | 266 | 355 | 48 |
| Asia | 3 663 | 2 198 | 1 249 | 216 | – | 1 654 | 1 024 | 567 | 63 |
| Western Asia[2] | 1 399 | 1 079 | 255 | 65 | – | 759 | 508 | 196 | 55 |
| China[3] | 406 | 197 | 187 | 22 | – | 152 | 84 | 68 | – |
| Japan | 430 | 196 | 218 | 16 | – | 387 | 202 | 177 | 8 |
| Other Asia | 1 428 | 726 | 589 | 113 | – | 356 | 230 | 126 | – |
| Canada | 3 350 | 1 913 | 1 197 | 233 | 7 | 1 298 | 813 | 485 | – |
| Mexico | 2 272 | 1 353 | 815 | 104 | – | 1 242 | 646 | 559 | 37 |
| Cuba | 1 251 | 717 | 518 | 16 | – | 206 | 95 | 102 | 9 |
| Other America | 7 425 | 4 083 | 3 048 | 294 | – | 618 | 335 | 256 | 27 |
| All other | 585 | 322 | 227 | 36 | – | 291 | 94 | 182 | 15 |
| Not reported | 5 220 | 2 971 | 1 827 | 412 | 10 | 3 277 | 1 373 | 1 638 | 266 |
| Persons of Spanish language[4] | 55 394 | 32 946 | 18 882 | 3 501 | 65 | 14 284 | 7 057 | 6 896 | 331 |
| Other persons of Spanish surname[4] | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Persons of Spanish origin or descent | 47 767 | 27 489 | 17 168 | 2 853 | 257 | 22 756 | 7 590 | 14 200 | 966 |
| Persons of Puerto Rican birth or parentage | 1 758 | 1 124 | 584 | 50 | – | 920 | 735 | 168 | 17 |
| **MOTHER TONGUE** | | | | | | | | | |
| **Total native** | 1 962 707 | 1 120 168 | 597 841 | 235 001 | 9 697 | 1 638 193 | 654 270 | 878 518 | 105 405 |
| English | 1 572 743 | 904 705 | 478 618 | 182 568 | 6 852 | 1 169 647 | 465 665 | 635 246 | 68 736 |
| French | 206 916 | 103 661 | 64 500 | 36 493 | 2 262 | 362 883 | 140 532 | 191 104 | 31 247 |
| German | 12 061 | 6 933 | 4 078 | 1 035 | 15 | 3 896 | 2 118 | 1 540 | 238 |
| Polish | 1 139 | 628 | 456 | 55 | – | 527 | 387 | 132 | 8 |
| Russian | 302 | 183 | 94 | 25 | – | 105 | 63 | 42 | – |
| Yiddish | 1 718 | 1 319 | 367 | 32 | – | 167 | 136 | 31 | – |
| Italian | 21 002 | 11 664 | 8 679 | 597 | 62 | 6 484 | 3 122 | 2 932 | 430 |
| Spanish | 19 420 | 10 656 | 7 040 | 1 698 | 26 | 6 606 | 3 619 | 2 864 | 123 |
| All other | 11 108 | 6 650 | 3 673 | 768 | 17 | 5 906 | 2 530 | 3 001 | 375 |
| Not reported | 116 298 | 73 769 | 30 336 | 11 730 | 463 | 81 972 | 36 098 | 41 626 | 4 248 |
| **Total foreign born** | 32 645 | 22 730 | 8 827 | 1 078 | 10 | 6 897 | 4 019 | 2 671 | 207 |
| English | 4 043 | 2 293 | 1 496 | 254 | – | 1 130 | 615 | 488 | 27 |
| French | 1 529 | 990 | 457 | 82 | – | 934 | 617 | 277 | 40 |
| German | 2 615 | 1 522 | 870 | 223 | – | 1 107 | 622 | 456 | 29 |
| Polish | 366 | 285 | 81 | – | – | 103 | 83 | 20 | – |
| Russian | 154 | 109 | 45 | – | – | 6 | 6 | – | – |
| Yiddish | 474 | 418 | 56 | – | – | 19 | 19 | – | – |
| Italian | 2 653 | 1 784 | 781 | 88 | – | 694 | 361 | 281 | 52 |
| Spanish | 15 314 | 11 638 | 3 482 | 184 | 10 | 1 299 | 747 | 545 | 7 |
| All other | 5 174 | 3 402 | 1 529 | 243 | – | 1 524 | 893 | 591 | 40 |
| Not reported | 323 | 289 | 30 | [illegible] | – | 81 | 56 | 13 | 12 |

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[1] Includes West Germany and East Germany. [2] Includes Turkey in Europe. [3] Includes Taiwan and Mainland China. [4] See text for definition.

OHIO COUNCIL FOR THE SOCIAL STUDIES

## XXIV. You and the World: What Links Are Important to You?

### A. Objectives

1. Students will be able to list at least ten ways in which their lives are linked to the rest of the world's peoples.

2. Students will be able to rank their personal linkage with the world from "Most Important" to "Least Important" based on social, political and economic data they have studied.

3. Students will value their personal linkage as means of understanding themselves and other people in the world.

### B. Materials

1. Chart "My Links With the World," which is included with this lesson (See Teacher Notes).

2. Transparency of "My Links With the World."

### C. Procedures

1. Give each student a copy of "My Links to the World," and ask each pupil to list at least ten (10) ways in which their own lives are linked to the world's people (List #1).

2. Have the students share their list with another student, and ask them to help each other rank the items according to each item's importance to the individual (List #2).

3. Using the transparency of "My Links With the World," conduct a class discussion in which individual students share with the class their list of links with the world. Have the class rank the links suggested by different students on the basis of their being most important to least important to the group.

4. Have each student write a brief paragraph which summarizes his/her values towards the linkages discussed.

### D. Discussion Questions

1. What linkages are most important to you?

2. Why might the links you have suggested be less important to someone else?

3. How do ones personal values affect the lists you have made?

4. How might the lists we have made be different than ones your parents might make?

5. Do the links we've suggested today affect the lives of people in other countries? How?

6. How do the links we've noted affect our entire community?

7. Do any of the links we've listed provide the opportunity for us to influence decisions made at the state and national levels?

8. Do any of the links we've listed provide the opportunity for us to affect decisions made on a world level? Give examples.

9. How would each of the following affect our links with the world?

   a. Hosting a foreign student.

   b. Contributing to international relief efforts in such places as Cambodia, Afghanistan, or drought affected areas in Africa.

   c. Expressing our views with regard to America's foreign policy.

   d. Traveling abroad.

   e. Purchasing products made in other countries.

   f. Joining a coffee boycott or practicing energy conservation so as to make our nation less dependent on imported petroleum.

E. Teacher Notes

1. You may want your pupils to complete "My Links With the World" prior to undertaking any of the lessons included in Ohio and the World. Save their initial list and compare it with the list made during this lesson.

2. You may also want to have your students ask one of their parents or another adult to complete a copy of "My Links With the World." Compiling adult views of links with the world as a class activity may provide your students with different perspectives on the subject.

Lesson XXIV.

## My Links With The World

Name

List #1 These are some of my links to the world's people.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

List #2 These are my links with the world's people arranged in order of importance from Most Important (1) to Least Important (10).

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## XXV. American Presence in the World; the World's Presence in America

### A. Objectives

1. Students will be able to list some of the common signs of American life found in European nations.

2. Students will be able to hypothesize that American influences in Europe are changing life styles in that area of the world.

3. In a written description of one of their days, students will be able to detail how the world influences their own lives.

### B. Materials

1. Reading "Lafayette, We Are Here--Good and Hard."[1]

### C. Procedures

1. Have the reading duplicated and ready to distribute for each class member to read.

2. After students have had a chance to read "Lafayette, We Are Here--Good and Hard," have them divide into groups of four or five and develop group responses to the following questions:

   a. How can Americans influence European eating habits?

   b. Why are baseball and basketball now commonly played sports in Europe?

   c. Have American companies affected the structure of the European economy? How?

   d. How has Europe's transportation system been affected by American influences?

3. Have each group share their answers to the questions with the entire class, and focus on the question whether or not the American elements have had positive effects on European life.

4. Using the "Lafayette, We Are Here--Good and Hard" article as a model, ask each student to write a brief description of a day in his/her life. Instead of listing American contacts, students should focus on things used, seen, or done that are imported, either now or in the past, from other parts of the world. For example, pupils might mention their father's purchase of a French auto, their use of Japanese made television, having a German police dog as a pet, or eating a taco for lunch.

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[1] Richard C. Longworth, "Lafayette, We Are Here--Good and Hard, *Saturday Review* (December 13, 1975, pp. 62-63.

5. Have several of the students read what they have written to the rest of the class. Develop a class discussion based on the question: How have their foreign influences affected the American way of life?

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XXV.

## Lafayette, We Are Here--Good and Hard

My plane, a Boeing 737 of Belgium's Sabena Airlines, lands at Brussels Airport. I collect my luggage in an arrival hall, where the advertising signs (ITT, Chase Manhattan, Ramada Inn, Coke) are in English, although Belgium's two languages are French and Dutch. I pass up Hertz and Avis, hail a cab, and ride into the city past buildings owned by IBM, Goodyear, 3M, Culligan, and Champion Sparkplugs, past a Holiday Inn, past the headquarters of American-dominated NATO, past the Shell garage, Kodak store, and Levi's shop, past my neighborhood supermarket (owned by J.C. Penney), and I'm home; I'm a city dweller, unlike many Americans in Brussels who live in suburban Waterloo, near hamburger stands, the American Women's Clubhouse, American schools, Baskin-Robbins, and Pat McNall's doughnut shop. By the gory ground where Wellington and Blucher defeated Napoleon, the Pirates and Padres now struggle in Little League combat.

Lafayette, we are here -- good and hard.

It is now 30 years since V-E Day, 28 years since the Marshall Plan, 26 years since the founding of NATO, 18 years since the launching of the Common Market, 8 years since the publication of The American Challenge, 4 years since the collapse of the dollar. The post-war world is ended: no doubt about that. But one of the most vivid, proclaimed, and resented facts of that world--the American presence in Europe--remains, in many ways, as strong as ever, despite the dollar's fall and Europe's recovery, seemingly unaffected by any neo-isolationism and undaunted by the high cost of European living.

Because the old U.S. hegemony in Europe has ended and the Europeans have evolved from clients to competitors, it has become common to consider the American presence a temporary thing that is disappearing even now. Not so: we should probably start thinking of this phenomenon as permanent. This is not necessarily a matter for either pride or embarrassment among Americans. It should, though, get more careful thought than it has so far received, as America adjusts to the opportunities and responsibilities that Europe presents in the post-post-war world.

I cited Brussels above because it is familiar, not unique. The surface of Europe is shaped and altered, formed and deformed, by bits of Americana. Nearly every European city has its Sheraton and Hilton, its McDonald's and Colonel Sanders. American bars, used-car lots, and housing developments pock German cities like Kaiser-slautern, next to Ramstein Air Base, or Frankfurt, which has been called "Kansas City without the amenities." The American embassy is one of the biggest buildings in Oslo. When the 1971 negotiations on Britain's Common Market entry were completed in Luxembourg, they were celebrated with champagne in the Holiday Inn across the street.

Below this surface the American impact on European life has been profound. More than a million of us are here, including soldiers. American multinationals, having mastered the supranational rules of the Common Market while their European competitors adhere to national thinking, are still, with few exceptions, the only truly all-European businesses. American computers and American airplanes still dominate the European market. Of all airplanes, military and civilian, in operation in Europe today, 80 percent are American built.

Few Americans apprehend the sheer power of American pop culture. Despite the Beatles, Maigret, and Fellini, the penetration of Europe by American pop music, comics, clothes, movies, and books is extraordinary. It's been said that the only all-European newspaper is the International Herald Tribune, Paris edited but American run. American troops help defend Europe, and European governments quiver at any hint that the soldiers may go home. European economists blame the United States for starting the recession, which they look to Washington to end. When President Ford attended the NATO summit meeting in Brussels, he sat in state in the American embassy and like a visiting potentate, received European premiers one by one, allotting 30 minutes to some, an hour to others. No one seemed to find the procedure arrogant.

This recital is more than chauvinistic breast-beating. I wish to stress both the singularity of the American presence (despite Toyota, L'Express, pizza, and pubs, no one would claim such influence for Japan, France, Italy, or Britain) and its permanence. Many Americans still seem to think of America-in-Europe as transitory and believe that it is ending because the old-style American dominance is fading, or that it should be ending because the damned Europeans don't appreciate us. But I believe most Europeans recognize this permanence as a fact of life and, frequently, welcome it. It's been a long time since I've seen a fresh "Yankee, Go Home" sign. The fall of the dollar, the German rise to affluence, and the arrival in Europe of thousands of well-heeled and baffled Japanese to fleece has made Americans abroad seem more human and helped us to merge into the scenery.

But Europeans, aware that this permanence is not so accepted in Washington, remain unsettled and uncertain about America itself, looming 3,000 miles away like a great whale, no doubt benevolent in intent but capable of stirring damaging waves with a flick of its tail. Thoughtless, reflexive actions, little noticed in the United States, can become major issues in Europe. Two summers ago Secretary of Agriculture Earl Butz, finding that exporters had oversold America's soybean crop, imposed a sudden embargo on soybean exports. Most Americans were probably unaware that it had happened. But few Europeans will forget the episode. Europe depends on American soybeans for its livestock feed; without them Europeans eat less pork and drink less milk. The ban raised a huge fuss in Europe and led to charges that the perfidious Yanks break contracts at will. The incident is still cited when the issue of American trustworthiness comes up.

New tax and trade laws, many of them passed for justifiable domestic reasons, have the same effect. Some advance explanation and, if possible, consultation would make the laws more palatable to Europeans whose livelihoods often depend on the American connection.

Above all, it is time to stop arguing whether the American presence in Europe is good or bad. It is here to stay, and the only proper subject for debate is ways to make it work better. American troops are integral to Western defense. They can be cut back, trimmed, redeployed, but to pull them out altogether would cause far more damage than it would be worth, particularly because to do so might lead to an independent European defense. Do we really want a nuclear Common Market with nine fingers on the trigger? Similarly with American business in Europe. European cuisine would probably survive without hamburgers, but a sharp curtailment of American business in Europe would severely damage Europe's economy -- and, eventually and inevitably in this interdependent era, our own. U.S.-European trade and investment are simply too intertwined to be disentangled. American companies will continue to manufacture goods in Europe; increasingly, Europeans are returning the favor by manufacturing in America.

Many things are wrong with the European-American relationship, and much could be done to improve it. But that's a different subject. For openers, it would help to realize that we have a permanent stake in Europe that, over the years, will benefit both sides.

## XXVI. The Flow of Foreign Capital to U.S. Business

### A. Objectives

1. Students will be able to state that American investment abroad and foreign investment in this country are factors which draw the world's peoples together.

2. Students will be able to cite positive examples of the strength of the American economy including foreign direct investment, foreign portfolio investment, and establishment of foreign owned manufacturing and assembly plants in the state of Ohio and the nation as a whole.

3. Students will be able to decide, on the basis of data, whether or not the state of Ohio should promote foreign investment.

4. Students will be able to list some of the foreign companies and the nation where their headquarters are located that have been established in Ohio.

### B. Materials (See Teacher Notes)

1. Reading, "Foreign Investors in the U.S. - The Pace Quickens."

2. Reading, "Marysville Sees Mixed Blessing in Chase of Honda Site."

3. List, "Foreign Owned Companies Located in Ohio, January 1980."

4. Report, "Foreign Direct Investment in the United States."

### C. Procedures

1. Give the students a chance to read the articles about foreign investment in the U.S. including the article about the new Honda plant at Marysville.

2. Divide the class into groups of four or five pupils each, and have each group prepare answers to the discussion questions.

    a. Give each group a copy of "Foreign Owned Companies Located in Ohio" as additional data for answering the questions.

    b. When the groups have finished, have them share their ideas with the entire class.

### D. Discussion questions

1. According to the information you have obtained from your reading, what is the trend in foreign investment in the U.S.? What is the trend in Ohio?

2. How does the amount of investment by foreign companies in the U.S. compare to the investment of U.S. companies overseas?

3. What is the difference between "direct investment" and "portfolio investment," and what is the significance of the difference between the two?

4. What nationalities are represented in the foreign direct industrial investments in Ohio? By number of facilities, which nationalities have

the greatest representation? Which are the older investments and why? Which are the newer investments and why?

5. Why might the state government encourage foreign direct investment in the state? Are there any negative factors derived from such investment?

6. Considering the investments that have been made in Ohio, what may have attracted them to the state?

7. What specific activities do you know of that have been undertaken by the state government to promote foreign direct industrial investments in Ohio? What has your community done to enhance such investments?

8. Besides industry, what other areas of the state economy might attract foreign investment?

9. If you agree that foreign direct investment in Ohio is desirable, what other actions by the state would you recommend be undertaken? by your community? by you?

E. Suggested Additional Activities

1. Using a map of Ohio (Lessson VIII or Lesson IX) the students may want to locate the sites of various foreign owned firms in the state. Map tacks of different colors may be used to represent the native country of these companies. Students may want to make replicas of the flags of the various nations, and "fly" them over the Ohio city where the company is located.

2. Invite a representative of a foreign-owned firm to come to the classroom and explain why it has located its American operations in the area.

    a. Arrange a field trip to such a company in order to acquaint students with the company's operations.

    b. Ask the company if they have a film which explains its operations. Arrange to show the film to your students.

F. Teacher Notes

1. Due to rapidly changing world economic conditions, the data in these articles may become outdated relatively quickly. Keep a folder of newspaper articles about foreign investment in Ohio, and in the U.S. as a whole so that the data included in this lesson can be updated.

2. For current data with regard to foreign investment in Ohio contact:

Mr. Bradley K. Rechel
International Trade Division
State of Ohio
Department of Economic and Community Development
P.O. Box 1001
Columbus, Ohio 43216

Lesson XXVI.

*Among big foreign investors in U.S. industry, the Germans aren't the most numerous. But in total sales they're taking the lead.*

# Foreign investors in the U.S.— the pace quickens

THE COMBINED SALES of the companies listed below—the "100 largest foreign investments in the U.S."—amount to $113 billion, a staggering 40% increase over the last time this table was published (FORBES, *Nov. 15, 1977*). Less than 17 months ago, FORBES described the pace of foreign investment in American manufacturing as a "discreet amble." Now, it resembles the fury of an Olympic 100-meter dash. Last year alone 358 intended investments from overseas were announced, more than double the total three years ago.

More investors on our list are domiciled in the U.K. and Canada (23 and 22, respectively), but it is West Germany, with an even dozen, that dominates the field. Those 12 companies have a stake in $24 billion worth of U.S. sales. U.S. sales of the U.K.-based investors totaled $21 billion, Canada $13.4 billion.

Why the bulge? In great part it's due to the sheer heft of four new additions to the German column. The Tengelmann Group is spending $78 million to acquire 42% of ailing supermarketer Great Atlantic & Pacific Tea. Thyssen, the heavy industry giant, purchased automotive parts manufacturer Budd. Despite White Motor's 1978 results—a dismal $300,000 profit on revenues of $1.1 billion—M.A.N. is planning to purchase a majority interest in the truck and farm equipment company. And the Friedrich Flick Group, besides adding to its stake in W.R. Grace, picked up over 35% of U.S. Filter.

This year's table introduces 14 new foreign investors, including the government of Kuwait. Among the additional 10 new names listed in the "25 runners-up" are the Canadian brewer, Molson Cos., German chemicals manufacturer Schering and the Pirelli Group, which spent $60 million to buy the electric power cable operations of General Cable.

A word about the method. FORBES rankings are determined by adding up the sales of a foreign investor's American subsidiaries and the sales of any U.S. companies in which that investor owns 5% or more of the common stock.*

Checking procedures included questionnaires to some 1,700 companies. Given the traditional reticence of many foreign investors, the list is necessarily incomplete. **—Thomas Jaffe**

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*Ownership of more than 5% of the common stock in a public company must be reported to the Securities & Exchange Commission.

Source: Forbes, April 2, 1979, p. 73

OHIO COUNCIL FOR THE SOCIAL STUDIES

Lesson XXVI.

### Love of small-town life at odds with hope to progress

# *Marysville sees mixed blessing in choice as Honda site*

**By DARWIN SATOR**
**Daily News Industrial Editor**

MARYSVILLE — Some of Marysville's 8,000 residents think it's possible to get too much of a good thing.

That's the way they feel about the announcement that the first Japanese automobile assembly plant in the United States will be built outside this Union County city. Marysville is 58 miles from Dayton.

Cities like Dayton, Akron and Youngstown, which have been hit hard by industrial job losses, would like to have Marysville's problem. At peak production, Honda Motor Co. expects to use 2,000 area workers to make 10,000 cars a month.

**BUT MARYSVILLE IS** the small county seat of an agricultural county. The dominant features of its downtown skyline are the courthouse and the Ohio Grain elevator.

Now Union County residents don't like to appear to be unappreciative, and they're generally friendly toward strangers. Most of those who are against rapid industrialization of the county voice their opposition quietly. There is, in fact, no organized opposition to the auto plant.

So Nancy Naely, manager of Frieda's Fashions in downtown Marysville, was embarrassed one day last month when an interviewer from the Japanes version of "Sixty Minutes" paid a surprise visit. "I really blew it," she said.

**THE MAIN PROBLEM** was that she, like most Marysville residents, was unaware that Honda had decided to build its auto plant nearby.

"He asked, 'What you think when we bring cars over?' and I didn't understand him," Neely said. (Honda will build either the Civic or the Accord at Marysville.)

What she thinks is that she likes Marysville's small-town atmosphere. "I have mixed emotions," she said. "You walk down the street and you really know people. When it grows, what is it going to be like?" She also wonders how the school system will be able to handle the children of all of the new families that will come to town to work for Honda.

About Honda, specifically, Neely is generous. "I feel there are a lot of other towns that could use it," she said.

Actually, most of those who were interviewed favored a moderate rate of industrial growth, but most of them acknowledged that thsy will miss the old days.

**THE INDUSTRIAL BOOM** actually started in the late 1960s when a new four-lane, limited access U.S. 33 bypass was built, creating industrial sites and giving Marysville a direct link to Columbus, 31 miles to the southeast.

In came a Rockwell Standard truck-axle assembly plant and about 550 jobs, a Goodyear Tire and Rubber plant and about 265 jobs and the Denison Division of Abex Corp., which employs about 340 persons in the manufacture of hydraulic pumps.

There already was an impressive industrial use, including the area's largest employer, O.M. Scott and Sons, the grass people, with about 1,000 jobs. There also were the Nestle Co. and Westreco, Inc., a Nestle research organization, with a total of 320 jobs; Eljer Brass Division of Wallace Murry Corp. (143 jobs); Gould, Inc., electric equipment manufacturer ( 123 jobs), and General Industries, a plastic products firm (about 100 jobs).

**THEN IN APRIL 1978** — largely through the efforts of Gov. James Rhodes and former Marysville resident James A. Duerk — ground was broken for a $25-million Honda motorcycle plant west of town. A spokesman at the motorcycle factory said about 65 cycles are being produced daily and when full production is reached, between 350 and 400 workers will be turning out 200 to 250 cycles a day.

The auto complex will be built next to the motorcycle plant.

Marysville already has changed a lot. Its population, which was around 5,300 in 1970, is close to 8,000 today — a 50 percent increase in the decade.

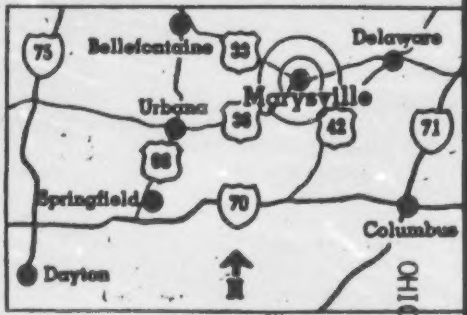
There's a new TG&Y junior department store west of town; a Rink's discount store is about to open north of town, and a K-Mart is promised south of town. J.C. Penney has brought in a catalogue store, MacDonald's has arrived and cable television is due next summer.

**ONE THING THAT YOU** can't buy in Marysville is a Honda automobile. "We don't have any imported car dealers at all, let alone a Honda dealer," said Gary Smith, owner of Smith Furniture and president of the retail division of the Marysville Area Chamber of Commerce.

Steve A. Stolte, secretary of the Marysville chamber, wanted to make it clear that any local opposition to Honda was "not based on the fact that it's Japanese or Honda . . . but the effect it is going to have on the small town."

Stolte, for one, predicts that Marysville's population will double — to 16,000 — in the next 10 years. He expects additional burdens on the school system and city services.

That would be quite a switch for a town that expected to become a bedroom community for



Marysville, center of boomle

OHIO COUNCIL FOR THE SOCIAL STUDIES

Honda Accord — strong candidate for production at first Japanese auto assembly plant in U.S. in Marysville, Ohio

Columbus. U.S. 33 runs both ways. Some residents have gone to work in Columbus, but many workers live in Columbus and drive to work in Marysville nowadays. Others come to Marysville from Kenton, Bellefontaine, Marion, Urbana, Delaware and Springfield — all within 30 or 40 minutes' drive.

**THERE IS ROOM FOR** disagreement about the eventual impact of the Honda auto plant, since many workers can be expected to live in other nearby communities.

"I don't look for Marysville proper to grow that much. I don't think development is going to be all that great as people think," said Lester L. Kempfer, owner of Kempfer's Framing and Art Store on N. Main Street.

Area residents are less enthusiastic about another foreign company that has purchased 1,800 acres north of the city and is producing chicken eggs — ultimately one million a day. Residents claim that Bavarian Farms Co. of West Germany, operating as Daylay Egg Farms, Inc., has spread parts of dead chickens on fields along with manure, causing a frightening odor.

**MARYSVILLE MAYOR** Ken Kraus figures the perhaps 25 percent of the workers that will be employed at the Honda auto plant will locate in Marysville itself.

Kraus isn't overly worried about new industrial growth. He's concerned only about controlling and directing it, and he thinks Marysville has time on its side. "It has been announced that it will be two years before the Honda plant comes on stream, and I have a feeling that it will be a year or two after that before it hits full production. That gives us time," Kraus said. The city council already is planning for growth three or four years from now, the mayor said.

Leroy Williams, superintendent of schools, confirmed that worries about the city's schools are justified. "Our seams are stretched now. We're comfortably full and we don't have room for dessert even," Williams said.

Carl Spain, who runs Spain's Appliances, also is concerned about the school system, since the last two times a school levy was placed on the ballot, it was defeated. Spain was on the school board 10 years.

"I won't come out publicly and say we won't need that automotive plant, but . . . frankly, we could do without it," Spain said. "It will be a nice addition to taxes, but will we have to have new schools?"

**POPULATION GROWTH** will be limited by the amount of housing available but, so far, that has not been a problem. Several subdivisions are being developed and real estate man Donald E. Cook said Marysville still has a fairly good inventory of homes in most price ranges and that there still are some apartments available.

Unfortunately for the city, tax money from the new plant will go to the county. It is estimated that the auto plant could yield the county $1 million in new taxes. However, the plant will be in the city school district.

**HONDA IS EXPECTED** to request tax abatement on its auto plant, as it did when it built the motorcycle plant. The cycle plant's value for tax purposes will be $106,000 for the next 15 years. Without abatement, it would have been valued at $867,910. The company estimates that motorcycle operations will contribute $44,316 in 1980, and $143,678 in 1981, to the Marysville school district. If the plant hadn't been built in the county, the tax yield on the land would have been only $1,127.

A new plant wouldn't affect Union County's unemployment rate much, though. One week last summer the local office of the Ohio Bureau of Employment Services could count only 240 persons out of work.

Honda decided to start making cars in the United States because it faced import restrictions as a result of hard times in this country's own auto industry. Last year, Honda exported 348,000 cars to the United States.

**AMERICAN AUTO INDUSTRY** officials and union executives have said that making cars in the United States and paying union wages will put the Japanese on an even basis with domestic car makers. Toyota Motors and Nissan Motor Co., which makes the Datsun, are expected to follow Honda to America.

Even so, Honda will be shipping engines transmissions and other major components to Marysville from Japan.

## Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| **BELGIUM** | | |
| Arthur G. McKee & Co.<br>East 23 St. at Chester<br>Cleveland, Ohio 44114<br>(216) 524-9300 | C.T.B. Engineers & Construction et d'Enterprises Industrielles<br>S.A., Ste. (Sofina)<br>Brussels, Belgium | Engineers & Contractors |
| **CANADA** | | |
| Bank of Nova Scotia<br>1300 East Ninth Street<br>Suite 1006<br>Cleveland, Ohio 44114<br>(216) 579-1400 | Bank of Nova Scotia | Representative's Office |
| Cardinal Dev. Corp.<br>39196 Grant Street<br>P.O. Box 232<br>Lisbon, Ohio 44432 | Keep Rite Products, Ltd. | Custom-designed pumps |
| **FRANCE** | | |
| Certain-Teed Products Corporation<br>P.O. Box 600<br>Milan, Ohio 44846 | Saint Gobain Ind., S.A. | Roofing felt & asphalt<br>Concrete multi-duct<br>Telephone conduit |
| Green Air Industrie Thermal Products, Inc.<br>29425 Chagrin Blvd.<br>Pepper Pike, Ohio 44122<br>(216) 831-0674 | Aire Industrie, S.A. | Engineering office for energy systems & utility power plants |
| Promecam, Inc.<br>918 Dalton Avenue<br>Cincinnati, Ohio 45203<br>(513) 621-6515 | Promecam Session Lahmann | Machine tools |
| **GERMANY, WEST** | | |
| ACO Drain, Inc.<br>Route 44<br>Chardon, Ohio | ACO Severin, Ahlmann Grabb & Co.<br>K.G. Postfach 300 | Manufactures polyester concrete products |
| American Beck-Van Huellen<br>101 E. Benson Street<br>Cincinnati, Ohio 45215<br>(513) 761-6777 | Becker-Van Huellen | Hydraulic presses |
| American Custom Metals<br>1965 Grand Avenue<br>Cincinnati, Ohio 45214<br>(513) 251-2730 | Ferdenand Klingelnberg Sohne | Industrial machine knives |

## Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| GERMANY, WEST, continued | | |
| BASF Wyandotte<br>North American Urethanes Div.<br>1717 Boetter Road<br>Uniontown, Ohio 44685 | BASF AG | Plastics, dyestuffs |
| Baker Material Handling Company<br>8000 Baker Avenue<br>P.O. Box 5579<br>Cleveland, Ohio 44102<br>(216) 651-3000 | Linde Aktiengesellshaft | Gas compressors |
| Barrett Battery, Inc.<br>3317 La Grange Street<br>Toledo, Ohio 43551<br>(419) 241-4198 | Varta Batterie<br>Hannover, Germany | Batteries, chargers |
| Becker Pumps<br>1350 Home Avenue<br>Akron, Ohio 44310<br>(216) 633-1083 | Gebr. Becker | Manufactures compressors and pumps |
| Braun Electric American, Inc.<br>P.O. Box 2308<br>Central Station<br>Toledo, Ohio 43603 | Braun AG<br>Frankfurt/Main<br>Germany | Household appliances |
| Brockhaus Equipment, Inc.<br>and<br>Brockhaus Steel, Inc.<br>P.O. Box 6121<br>Toledo, Ohio<br>(419) 865-3810 | Kaltwatzerk Brockhaus Gmbh | Distributor of high-carbon steel and electronic process control instruments |
| Demag Material<br>29201 Aurora Road<br>Cleveland, Ohio 44139<br>(216) 248-2400 | Demag Aktiengesellshaft | Overhead materials: cranes, electric motors and hoists |
| Deutz Corporation<br>3600 Parkway Lane<br>Columbus, Ohio 43206<br>(614) 876-7334 | Klockner Humbald<br>Deutz AG | Diesel engines & farm equipment |
| Drescher Company<br>Dayton Center Ind. Pkwy.<br>Dayton, Ohio | Drescher KG | Manufactures business forms |

## Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| **GERMANY, WEST (continued)** | | |
| ELU Machinery Corp.<br>Midway Ind. Park<br>9040 Dutton Drive<br>Twinsburg, Ohio 44087<br>(216) 425-3135 | Eugene Lutz Gmbh<br>West Germany | Manufactures machinery for the aluminum, plastic & woodworking industry |
| EMCO Lux Corporation<br>2050 Fairwood Avenue<br>Columbus, Ohio 43207<br>(614) 455-8328 | Emil Lux Gmbh | Distributor of Austrian-made machine tools |
| Euclid, Inc.<br>(Subsidiary of White Motors)<br>Euclid, Ohio<br>(216) 383-5000 | Daimler Benz AG | Motor vehicles & motor vehicle equipment |
| Eurodrive, Inc.<br>2001 W. Main Street<br>Troy, Ohio 45373<br>(513) 335-0036 | SEW Eurodrive Gmbh | Assembly plant for power transmission equipment, gear units, brake motors and variable speed drives |
| Haefele America Corp.<br>33620 Pine Oak Pkwy.<br>Avon Lake, Ohio 44012<br>(216) 933-6267 | Haefele KG Nagold | |
| Holz Technik<br>New Philadelphia, Ohio<br>(216) 343-4474 | Holz Technik | Wooden pallets |
| Linde Hydraulics Corp.<br>5089 W. Western Reserve Rd.<br>P.O. Box 82<br>Canfield, Ohio 44406<br>(216) 533-6801 | Linde AG | High pressure hydraulic piston motors |
| Luk, Inc.<br>3401 Old Airport Road<br>Route 585<br>Wooster, Ohio 44691<br>(216) 264-4383 | Lammelen Und Kupplungobau (LUK) | Manufactures clutches and disc springs for auto industry |
| Kern-Liebers USA, Inc.<br>1510 Albon Road<br>P.O. Box 176<br>Holland, Ohio 43528<br>(419) 865-2437 | Kern Liebers Co.<br>Schramberg | Mainsprings, seat belts |

## Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| GERMANY, WEST (continued) | | |
| Mannessmann-Meer<br>Easton Metal Powder Co.<br>Cincinnati, Ohio | Mannessmann AG<br>4000 Duesseldorf | Steel processing plastic |
| MC/B Mfg. Chemists, Inc.<br>2909 Highland Avenue<br>Cincinnati, Ohio 45212<br>(513) 631-0445 | Merck OHGE | Laboratory chemicals 210 biological stains and indicators, solvents and mineral acids |
| McKee-Otto<br>6200 Oak Tree Blvd.<br>Cleveland, Ohio 44131<br>(216) 524-9300 | Dr. C. Otto & Co. Gmbh | Turnkey coke plants,<br>By-product plants,<br>Coke and coke handling plant<br>Pickling lines |
| Merkel-Forsheda Corp.<br>5375 Naiman Parkway<br>Cleveland, Ohio 44139<br>(216) 248-2660 | Martin Merkel KG | Hydraulic seals & packings |
| National Machinery Co.<br>Greenfield and Stanton St.<br>Tiffin, Ohio<br>(419) 447-5211 | J. G. Kayser Gmbh | |
| Rotek, Inc.<br>220 West Main Street<br>Ravenna, Ohio 44266<br>(216) 296-9951<br>and<br>1400 S. Chillicothe Road<br>St. Route 43<br>Aurora, Ohio 44202<br>(216) 562-3111 | Hoesch Rothe Erde | Antifriction bearings |
| Schuberth Corp.<br>1510 Albon Road<br>P.O. Box 205<br>Holland, Ohio 43528<br>(419) 865-1297 | Schuberth-Werke | Industrial safety goggles |
| Shenango Steel Co.<br>525 Standard Building<br>Masury, Ohio 44438 | Pleico Gesellschaft Gmbh | Motor parts |
| Stromag, Inc.<br>95 Compark Road<br>Centerville, Ohio 45459<br>(513) 433-3882 | Maschinenfabrik Stromag Gmbh | Brakes, clutches, couplings |

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## Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| **GERMANY, WEST (continued)** | | |
| TLT-Babcock, Inc.<br>30900 Market Street<br>Akron, Ohio<br>(216) 867-8540 | Turbo Lufttechnik Gmbh | Industrial sand |
| Thomas Steel Strip Corp.<br>Delaware Avenue, N.W.<br>Warren, Ohio 44485<br>(216) 392-1521 | Hille & Mueller OHG | Carbon steel strips |
| Voss, Inc.<br>7029 Huntly Road<br>Columbus, Ohio<br>(614) 436-5668 | Armaturenfabrik Herman Voss | Distribution of pipe couplings, tubes, valves & assembly aids for trucks, buses & road building equipment |
| Xomox Corporation<br>4444 Cooper Road<br>Cincinnati, Ohio 45243<br>(513) 793-7000 | Tuflin Gmbh | Actuators and valves |
| Zimmerman Products<br>1510 Alben Road<br>Holland, Ohio<br>(419) 865-7345 | Frederick Zimmerman KG | Pattern machines |
| **GREAT BRITAIN** | | |
| British Moulding Machine, Inc.<br>7500 Wall Street<br>Cleveland, Ohio<br>(216) 524-6402 | British Moulding Machine | Moulding machines |
| Domer Twist Drill Co.<br>3206 Frenchmen's Road<br>Toledo, Ohio 43615<br>(419) 535-1323 | Sheffeld Twist | |
| Foseco, Inc.<br>20200 Sheldon Road<br>Cleveland, Ohio 44017<br>(216) 826-4548 | Foseco Mensup, Ltd. | Metal treating equipment |
| Lever Brothers Co.<br>21020 Center Ridge Rd.<br>Cleveland, Ohio 44116<br>(216) 331-3239 | Unilever N.U., Ltd. | Soaps and oils |

Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| GREAT BRITAIN (continued) | | |
| Arthur G. McKee & Co.<br>East 23 St. at Chester<br>Cleveland, Ohio 44114<br>(216) 524-9300 | McKee U.K., Ltd. | Engineers & contractors |
| Matrix Churchill<br>5903 Harper<br>Solon, Ohio<br>(216) 248-7950 | Tube Investment<br>Chas. Churchill, Ltd. | |
| Radyne<br>755 Frilden Dr., N.W.<br>North Canton, Ohio<br>(216) 499-1040 | Radyne, Ltd. | Manufacture & sell induction heating equipment |
| Rio Indal<br>Aluminum, Ltd.<br>1510 Investment Plaza<br>Cleveland, Ohio<br>(216) 696-0050 | Rio Tinto Zinc, Ltd. | Market company |
| Schweitzer Equip. Co.<br>3765 Ridge Road<br>Cleveland, Ohio<br>(216) 281-8200 | Carrier Drysus, Ltd. | Spray coating machinery |
| Standard Oil Co.<br>Midland Building<br>Cleveland, Ohio<br>(216) 575-4141 | British Petroleum, Ltd. | Petroleum Retail |
| U.C.C. Products, Inc.<br>23647 Mercantile Drive<br>Cleveland, Ohio 44122<br>(216) 292-7281 | Lucas Industries, Inc. | Manufacturing hydraulic accessories and power transmission products |
| Wimpey Developments, Inc.<br>933 High Street<br>Suite 140<br>Worthington, Ohio 43085<br>(614) 888-2435 | George Wimpey & Co., Ltd. | Real estate developers |
| William Collins<br>World Publishing Co.<br>2080 W. 117th Street<br>Cleveland, Ohio<br>(216) 941-6930 | William Collins & Sons Publishing Co. | Publishers |

Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| **HOLLAND** | | |
| Chemtrol Adhesives, Inc.<br>180 Lena Drive<br>Aurora, Ohio 44202<br>(216) 562-5241 | (KSH) Koninklijke | Pressure sensitive paper, films & foils |
| International Salt Co.<br>614 Superior, N.W.<br>Cleveland, Ohio 44113<br>(216) 696-6770 | AKZO N.V. Holland | Salt |
| Shell Oil Co.<br>Shell Chemicals<br>423 Washington Blvd.<br>Belpre, Ohio<br>(216) 423-7571 | Royal Dutch Petroleum Co. | Chemicals |
| Verol-A-Ray Corp.<br>615 Front Street<br>Toledo, Ohio<br>(419) 691-5751 | Phillips N.V. | Lighting products |
| **ITALY** | | |
| Adria Laboratories, Inc.<br>582 W. Goodale Blvd.<br>Columbus, Ohio 43215 | Montedison, S.P.A. | Pharmaceutical preparations |
| **JAPAN** | | |
| American Honda Motor<br>75 N. Industrial Estates<br>I-75 and Wyse Rd.<br>Dayton, Ohio 45424<br>(513) 890-6850 | Honda Motor Co. Ltd. | 5013 Distribution Center |
| American Koyo Corp.<br>29570 Clemons Rd.<br>Westlake, Ohio 44145<br>(216) 235-1000 | Koyo Corp. Japan | |
| American Toyo Entep.<br>233 Seante Dr.<br>Monroe, Ohio 45050<br>(513) 539-9296 | Toyo Entep, KK Osaka | Car Washers |
| Audio Technica U.S. Corp.<br>1655 W. Marquette St.<br>Fairlawn, Ohio 44313<br>(216) 826-0246 | Audiotechnica KK, Tokyo | Pick-up cartridges, tone arms |

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Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| JAPAN (continued) | | |
| Fukusuke Corp.<br>11750 Berea Road<br>Cleveland, Ohio 44111<br>(216) 252-6959 | Fukusuko KK Osaka | Sewing machines, stockings |
| Hitachi Metals America Ltd. | Hitachi Kinzoku KK Tokyo | Special steel mill rolls, pipe fittings and valves, malleable iron castings, magnets, chains |
| Honda of America Mfg. Inc<br>2400 U.S. Route 33<br>Marysville, Ohio 43040 | Honda Giken Kogyo | Automobiles and motorcycles |
| Honda Distribution Center<br>6400 Sand Make Rd.<br>Dayton, Ohio 45414<br>(513) 890-6850 | Honda Giken Kogyo | Motorcycles |
| Japan Air Lines Co. Ltd.<br>Hanna Bldg. Suite 1004<br>1422 Euclid Avenue<br>Cleveland, Ohio 44115<br>(216) 621-0511 | Nippon Koki KK Tokyo | |
| Koizumi Group - U.S.A., Inc.<br>Suite 2850<br>Winters Bank Tower<br>Dayton, Ohio 45402 | | |
| Matai (U.S.A.) Inc.<br>1914 East Pleasant Street<br>Springfield, Ohio 45505 | | |
| Mitsui & Co. U.S.A. Inc.<br>1100 Superior Ave., Suite 717<br>Cleveland, Ohio 44114<br>(216) 696-8710 | Mitsui Bussan KK Tokyo | Trading company, merchandise in general |
| Mitsui Osklines Ltd.<br>21010 Center Ridge Rd.<br>Cleveland, Ohio 44116<br>(216) 331-8400 | | Sales Office |
| Nissan Motor Corp. in USA<br>500 W. Wilson Bridge Rd.<br>Worthington, Ohio<br>(614) 846-6900 | Nissan Motors | Regional headquarters |

Lesson XXVI. Foreign Owned Companies in Ohio

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| JAPAN (continued) | | |
| Nissho-Iwai America Corp.<br>2000 Lee Rd.<br>Cleveland, Ohio 44118<br>(216) 932-2229 | Nissho-Iwai KK Osaka | Merchandise in general |
| Noritake Co. Inc.<br>630 Reading Road<br>Cincinnati, Ohio 45215<br>(513) 761-3820 | Nippon Toki KK Nagoya | Chinaware, tableware |
| Okuma Machinery Works Ltd.<br>32400 Aurora Rd.<br>Cleveland, Ohio<br>(216) 248-7950 | KK Okuma Tekkosho Nagoya | Machine tools, spinning mach. |
| Osaka Kiko Co. Ltd.<br>11719 Detroit Ave.<br>Cleveland, Ohio 44107<br>(216) 228-3033 | Osaka Kiko KK Osaka | Machine tools |
| Sansei Mfg. Co. Ltd.<br>11719 Detroit Ave.<br>Cleveland, Ohio 44107<br>(216) 228-3033 | Sansei Seisakusho | Machine tools surface grinders |
| Tokai Kogyo<br>193030 Lake Road<br>Suite 311<br>Cleveland, Ohio<br>(216) 331-5328 | Tokai Kogyo | Representative office |
| Toyota Motor Dist. Inc.<br>Cincinnati, Ohio | Toyota Motor Sales U.S.A. Inc. | Warehouse Operation |
| Weld-loc Systems, Inc.<br>1469 W. Main<br>P.O. Box 688<br>Alliance, Ohio 44601 | | |
| SWITZERLAND | | |
| Richard Klinger, Inc.<br>2350 Cambell Road<br>Sidney, Ohio 45356 | Klinger Administration | Rubber, asbestos gasketing material |
| Libby, McNeil & Libby<br>Leipsic, Ohio 45856<br>(419) 943-2121 | Nestle Alimentana SA | Food products |
| Ormet Corporation<br>Rt. #7, Box 176<br>Hannibal, Ohio 43921<br>(614) 483-1381 | Swiss Aluminum AG | Aluminum |

| Ohio Subsidiary | Parent Company | Product |
|---|---|---|
| SWITZERLAND (continued) | | |
| Nestle Company, Inc.<br>721 Collins Avenue<br>Marysville, Ohio 43040<br>also:<br>South Columbus Street<br>Sunbury, Ohio 43074 | Nestle Alimentana AG | Food products |
| Stouffer Foods<br>5750 Harper<br>Solon, Ohio<br>(216) 248-0700 | Div. of Nestle Alimentana of Switzerland | Foods |
| Sylvester & Co.<br>24700 Highpoint Road<br>Cleveland, Ohio 44122 | A.G. Adolph Saurer | Heavy duty diesel engines, trucks and buses |

Source: State of Ohio, Department of Economic and Community Development, January, 1980.

## FOREIGN DIRECT INVESTMENT IN THE UNITED STATES

## REPORT TO THE CONGRESS BY THE SECRETARY OF COMMERCE

### Principal Findings

June 18, 1976

The U.S. Department of Commerce sees no need for tighter controls on foreign investment in the United States and affirms this country's opendoor, nondiscriminatory policy toward such investments, according to a report issued by Commerce Secretary Elliot L. Richardson. However, the report urges Congress to provide additional authority to collect data on foreign investments here in the future.

The report, called for by the Foreign Investment Study Act of 1974, culminates a year and a half of intensive research, analysis and preparation by the Department of Commerce staff, augmented by contributions from other Federal Government agencies and private research contractors. The report and appendices consist of 9 volumes totalling approximately 2,500 pages, and represent the first comprehensive study on the subject. A central element of the report is the 1974 benchmark statistical survey; the last such survey was in 1959.

Foreign-owned companies were found to have only a minor position in all major sectors of the American economy. In the foreign-trade area, however, U.S. affiliates of foreign parents accounted for 24 percent of total U.S. exports and 30 percent of imports. As in the case of domestic investments, the net effects of foreign investments on the economy are not easily measured, but on the whole they are considered beneficial. Marketing objectives and financial security are the principal motivating factors. The report summarizes the Commerce Department's monitoring program and urges the passage of legislation to provide adequate authority to collect investment information on which the Department could base continuing reports.

Representatives of the Department of Commerce and the Treasury Department provided summary findings in early May on foreign direct and portfolio investments respectively in testimony presented to the Foreign Commerce and Tourism Subcommittee of the Senate Commerce Committee, chaired by Senator Inouye. Supplementing the earlier data, this report provides 132 statistical tables based on the benchmark survey and highlights the major findings therefrom. Also, for the first time, an analysis is made of the relative position of foreign direct investments in the various sectors of the U.S. economy, the motivations and mechanisms of such investments, their management and labor practices, and their economic effects. U.S. policies and laws regarding such investments are compared with those of other industrialized countries regarding inward investments.

The foreign direct investment position in the United States was $26.5 billion at year-end 1974. Direct investments constitute ownership by a foreign person of 10 percent or more of the voting shares or the equivalent of a U.S. business enterprise, and the investment position is a net figure--claims of parents on affiliates as reduced by affiliate claims on the parents. About 90 percent of the position was in U.S. affiliates that were either wholly or majority owned by the foreign parents. The United Kingdom, Canada and the Netherlands each accounted for about one-fifth of the total.

Japan's investment position was only about 1 percent, as substantial claims, mainly receivables, of U.S. affiliates on their Japanese parents largely offset the parents' investment in their U.S. affiliates. However, this figure understates the economic significance of Japanese investment. U.S. affiliates of Japanese parents accounted for 22 percent of total foreign affiliate assets, 42 percent of their exports, 35 percent of their imports and 27 percent of their total sales. All these proportions are the largest for any single country. The Middle East's 7 percent share of the position was almost entirely due to one government's participation in a U.S. - incorporated petroleum company with operating assets in that country.

About one-third of the investment position was in U.S. manufacturing, mainly chemicals, food and machinery. Finance, insurance and real estate combined and petroleum each accounted for about one-fourth of the total. Most of the remainder was in wholesale trade.

Citing the difficulties of providing comprehensive and accurate data on land ownership, the report indicates that 4.9 million acres of land were reported as foreign-owned as of the end of 1974, of which 1 million acres were in the agricultural sector--about 0.1 percent of the 1.1 billion acres of U.S. farmland. Small holdings and those for personal use were excluded from the survey. Western Europe (especially the United Kingdom) and Canada accounted for most of the foreign land ownership. Some Middle East investors are known to have made land purchases through companies incorporated in Europe.

The report is supplemented by a number of special studies covering the various aspects of foreign ownership of land. While informative, these studies underscore the difficulties of securing adequate data.

Foreign ownership of private lands is not substantially restricted, since most states either treat aliens on an equal footing with U.S. citizens or impose only nominal restrictions on alien ownership. Land recordation is local--generally at the county level--and not on a uniform basis. This, plus the lack of information about beneficial ownership and diverse techniques to avoid disclosure, means that there is no readily available way to obtain an accurate picture of foreign land ownership. Such data as are available suggest that the amount of foreign-owned agricultural land and real estate is small, that most alien investors seem interested in long-term investments rather than short-term speculations, and that the use of farmland did not change after acquisition by nonresident aliens.

The investment position increased $5.1 billion during 1974, consisting of net capital inflows of $3.8 billion, reinvested earnings of $1.6 billion, and small negative valuation adjustments. Earnings distributed to foreign parents amount to $5.1 billion.

U.S. affiliates accounted for 24 percent of total U.S. exports and 30 percent of imports. Total assets of foreign-owned firms were valued at $174.3 billion at year-end 1974, of which more than half was accounted for by affiliates of Western European parents and over one-fifth by Japanese affiliates. By industry, nearly half the assets was in finance, insurance, and real estate--primarily in banking. Most of the rest was roughly equally divided between petroleum, manufacturing, and wholesale trade.

U.S. affiliates had sales of $146.8 billion in 1974, with wholesale trade affiliates accounting for nearly half--mainly from sales of farm-product raw materials, metals and minerals, and motor vehicles.

U.S. affiliates employed almost 1.1 million persons in 1974, about half in manufacturing. Only about 5 percent were non-U.S. citizens. Wages and salaries totaled $11.4 billion. Relating the benchmark survey data to national statistics, U.S. affiliates accounted for about 1.6 percent of private nonfarm employment here and 1.9 percent of private nonfarm wages and salaries.

Total property, plant, and equipment of U.S. affiliates was $45.5 billion at the end of 1974. Research and development expenditures by U.S. affiliates were $0.8 billion in 1974.

Manufacturing facilities owned by foreign investors account for less than 6 percent of the nation's output in each of the broad industry categories, although the percentage is higher in some subsectors. Foreign-owned affiliates in the petroleum industry produced about 7 percent of the U.S. output of petroleum in 1974. Foreign-owned bank affiliates had about 6 percent of total U.S. bank assets and foreign-owned insurance affiliates accounted for about 5 percent of total premium income.

In addition to the benchmark survey, the report includes a number of qualitative studies produced by Government and private analysts.

Sectoral analysis was undertaken of the position of foreign investors in the U.S. economy. In addition, state maps and lists pinpoint foreign-owned manufacturing facilities.

In manufacturing, foreign investment was significant in a small number of subsectors, such as newsprint and several chemical industries--dyes, pharmaceuticals, and synthetic fibers. In the energy field, foreign-owned firms accounted for an estimated 13 percent of total U.S. refinery capacity in 1974, 10 percent of total gasoline sales, 7 percent of petroleum production, and 4 percent of natural gas production.

In other resource-oriented industries--nonenergy minerals, forest resources, and the commercial fisheries industry--foreign participation is not large on a national scale. The foreign presence is significant locally in some cases and respecting a few noncricital minerals.

Alaska and Hawaii have numerous Japanese investments, but these constitute only a minor portion of total investment in either state. In Alaska the investments are centered in resource-related industries--particularly forestry and fisheries--and in Hawaii in tourist-related activities.

Two basic types of motivating forces presently account for the growth in foreign direct investments in the United States and these are expected to continue. These are: first, the pull caused by the large U.S. market, relatively favorable labor conditions, and, in some cases, access to comparatively inexpensive raw materials or special technologies; and second, the push of overall economic conditions in other developed countries accompanied by the increased financial, technical, and managerial capabilities of foreign firms for undertaking large-scale overseas investments.

Foreign firms of Western Europe and Japan that developed export markets in the years following World War II by the late 1960s or early 1970s caught up with U.S. firms in technological and management skills. This factor, accompanied by the gradual equalization of U.S. labor costs with those abroad and two dollar devaluations led some foreign firms to serve the U.S. market by establishing or acquiring plants in the United States. Access to raw materials was important in other cases, particularly in Japanese investments (accomplished partly through long-term supply contracts) in timber and coal.

Foreign firms were found to use many sources of funds in financing their investments in the United States, with foreign sources primarily important in the initial stage of investment. The benchmark survey indicated that increases in new U.S. affiliates' debt was primarily to U.S. sources. A contracted study of 69 investment transactions in recent years--including investment funding by and to the parent companies--indicated that the major share of investment funds for new transactions came from foreign sources.

An investigation of the management and employment practices of 100 foreign-owned subsidiaries in the United States found that practices of such companies were generally similar to traditional U.S. practices. In most of these companies employment increases resulted from the investments, whether start-ups or acquisitions. U.S. nationals were found to predominate in managerial positions.

Another investigation was undertaken to ascertain the dimensions of technology transfers related to foreign direct investment in the United States. Numerous cases of technology inflows and a small number of outflows were identified in the area of product and process technology. In this area the net balance appears to be into the United States, but in the area of management innovations and marketing techniques the net flow of technology appears to be outward.

U.S. taxation of foreign direct investments was examined, taking into account Federal and state tax law, the tax treaty program, and the home country taxation of foreign parent firms. U.S. taxation was found not to be a major determinant in the basic decision to make direct investments in the United States, although it influenced choices of financing methods, business strategy, and the disposition of earnings. Tax treaties, home country exemptions, and foreign tax credits moderate the burden of the U.S. tax.

In presenting a comprehensive analysis of Federal and state law regarding foreign investment, the report finds that the national interest and the need to provide adequate safeguards in the fiduciary and natural resources sectors of the economy are served by Federal laws restricting and regulating investments by aliens in the fields of transportation, communications, energy and natural resource development, and banking, as well as by the Department of Defense's industrial security program and broad Presidential powers. Additional restrictions are imposed in some fields, e.g., land ownership, insurance, and banking, by the states. The protective authority was developed over many years in response to perceived needs. Although diverse in many respects, collectively the measures provide the protection required. Restraints on foreign investment in these fields are generally recognized as acceptable by the industrialized countries. In addition to specific Federal restrictions on foreign direct investment, the President has the power to take control of foreign-owned property in the case of war or national emergency, as well as authority to require all firms operating in the United States to supply goods for military requirements and to accept and perform defense contracts.

Based on intensive consultations with government officials, foreign investors and other knowledgeable persons abroad, the report finds that, despite the existence of formal screening procedures in some countries, the other industrialized countries are generally liberal and nondiscriminatory in their attitude toward foreign investment. Almost all regulate foreign investment in the communications, transportation, utility and financial sectors. Where government review exists, acquisitions are particularly scrutinized in the interest of retaining substantial domestic ownership in significant industries. Foreign investors are generally treated on an equal basis with domestic investors, including access to investment incentives. Although a few countries expressed initial concern about investments from Middle East oil-producing nations, such investments have been few and the concern has diminished. For the most part, no basic legislation or policy changes are underway in the industrialized countries respecting inward investments.

Taking into account the findings that foreign direct investments in the United States, while significant in size and scope, are a relatively small factor in the nation's economy; that massive foreign takeovers of U.S. industry have not occurred and are not portended; that, on balance, foreign investments here have essentially the same economic effects as investments by U.S.-owned firms; that a shift in policy toward increased restraint could have detrimental effects on the U.S. economy and on U.S. relationships with other countries; and that existing U.S. laws provide adequate protection of national interests, the report concludes that no change in the current U.S. open-door, nondiscriminatory policy toward foreign investment is necessary or desirable, but that the necessary steps be taken to improve the Government's information on such investments.

The report's basic recommendation in regard to data collection is to conduct benchmark surveys at least once every ten years and more extensive sample surveys on which to base annual estimates. Implementation of this recommendation would require new legislative authority, since the Department of Commerce has very limited authority to conduct future benchmark surveys on foreign investment, and its authority to collect sample data is limited by the Bretton Woods Agreements Act to balance of payments information. In addition to aggregate data, the report discusses data that are collected by various Federal Government agencies on individual transactions and companies. These data are collected pursuant to the agencies' own regulatory and program responsibilities and reporting requirements are not, in most cases, designed specifically to provide information about foreign investment in the United States. Commerce's Office of Foreign Investment in the United States, established last year, is now obtaining pertinent data from other agencies as permitted by existing legal authority and is consolidating such data, along with information obtained from public sources, in a foreign investment data system. The Office will provide data and analyses to both the Executive Branch and the Congress for use in policy and legislative formulation and it plans also to publish materials for public distribution.

## XXVII. Global Poll: What Do People Around the World Think

### A. Objectives

1. After comparing class generated opinion data with that collected from people in other areas of the world, students will be able to state ways in which their views are alike and different from other groups.

2. Students will be able to interpret data from graphs and charts.

### B. Materials

1. Reading, "What People Around the World Say "[1]

2. Student Questionnaire

### C. Procedures

1. Give each student a copy of the Student Questionnaire, and have them answer each question based on the way they feel and what is most important to them.

2. No names should be signed to the questionnaire, and individual responses should remain anonymous.

3. Have a group of students tabulate the results of the class questionnaire. Have them report their findings in percentages using the mathematical procedure of $\frac{N}{\text{Total}/N}$ = Percent of the Total

4. Have a class discussion focusing on the question: "Why are our views of life alike or different than those people living in other areas of the world?"

    a. Distribute the article, "What People Around the World Say."

    b. Ask the students to compare class responses to data contained in the article.

    c. Have the students speculate as to possible reasons for the similarities and differences.

    d. Discuss the statement, "People around the world love for and fear the same kinds of thing," as to whether or not this is generally true.

### D. Suggested Additional Activities

1. Give students copies of the questionnaire and have them ask their parents or other adults to complete it. Calculate the local adult views on the given topics. Discuss, as a class, the agreements and differences in this sample and the other samples discussed.

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[1] Gallop Poll, Kettering Foundation, "What People Around the World Say," U.S. News and World Report, pp. 66-67, (Jan. 24.,1977).

E. Teacher Notes

1. The Student Questionnaire is a modified version of the poll done by the Gallop International Research Institute. The teacher should consider local reactions to value clarification exercises. Some students may object to completing part or all of the questionnaire. Alternatives include:

    a. telling the students that if they find any of the questions objectionable they may simply not respond to them.

    b. emphasize the fact that the questionnaire is not intended to pry into their private lives, and that the reason that no names are used is to insure anonymnity.

2. The teacher using this material is the best judge of what will or will not work, and should make decisions on that basis as whether or not to use this lesson.

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## Lesson XXVII. Student Questionnaire

## Global Poll

Directions: Make an (x) in the blank next to the statement which best reflects your opinion about the question asked.

### National Problems:

In your opinion, what is the most important problem facing your country today? Check one.

High cost of living - Food ____
Unemployment ____
No Satisfaction in Gov't. ____
Crime ____
Food Shortage ____
Energy Crisis ____
Racism ____

### Worries and Fears:

What are your fears and worries for the future?

Health ____
Loneliness ____
Inadequate living standard ____
Unemployment ____
Family Health Problems ____
Your children - Inadequate opportunity ____
Economic stability ____
War ____

### Hopes and Aspirations:

When you think about what really matters in your own life, what are your wishes and hopes?

Improve standard of living ____
Have one's own or better home ____
Have wealth ____
Have modern convenience ____
Have own business ____
Have own land ____
Health ____
Recreation, Travel, Leisure ____

### Women's Role:

In jobs -- do you feel that women in your country have equal job opportunities with men?

Yes ____
No ____
Don't know ____

In education -- do you feel that women in your country have equal opportunity with men?

Yes ____
No ____
Don't know ____

### Travel:

List three (3) countries you would like to visit.

1. ________________________
2. ________________________
3. ________________________

### Spending Plans:

Suppose you had more money, say double what you have now, what would you do with the money?

Save money ____
Buy essentials ____
Buy, repair home ____
Invest in Business, Farm ____
Travel ____
Buy Non-essentials ____
Donate ____
Pay Bills ____
Help other family members ____

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Hopes and Aspirations cont.

Self improvement ______
Emotional stability and maturity ______
Congenial Work (Job You Like) ______
Employment ______
Success ______
Happy life ______
Children ______
Health of family ______
Economic stability ______
Maintain Status Quo (Keep things as they are) ______

Spending Plans cont.

Move to Better Home ______
Nothing ______
Other ______
Don't know ______

Is Life Improving?

Generally speaking, do you think that living conditions for people like yourself in this country are better or worse than they were five years ago?

Better ______
Worse ______
Same ______

## OPTIONAL QUESTIONS

Directions: You may choose not to answer these questions if you feel they are too personal.

**Family Problems:**

What is the most important family problem facing your family at this time?

Finances ______
Illness ______
Children ______
Housing ______
Unemployment ______
Social Problems ______
In-Law Problems ______
Shortages ______
No problem ______

**Religious Beliefs:**

Do you believe in God?

Yes ______
No ______
Don't know ______

How important to you are your religious beliefs?

Very important ______
Fairly important ______
Not too important ______
Not important ______
Don't Know ______

**Personal Happiness:**

Generally, how happy would you say you are?

Very happy ______
Fairly happy ______
Not too happy ______

Lesson XXVI.

# ABOUT HOPES, FEARS, LIFE TODAY

## FAMILY PROBLEMS

"What is the most important family problem facing your family at this time?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Finances* | 40% | 20% | 34% | 71% | 40% |
| *Illness* | 13% | 15% | 15% | 3% | 3% |
| *Children* | 8% | 13% | 8% | 5% | 5% |
| *Housing* | 2% | 6% | 4% | 8% | 9% |
| *Unemployment* | 8% | 7% | 5% | 3% | 10% |
| *Social problems* | 4% | 3% | 1% | 2% | – |
| *In-law problems* | 1% | 2% | 3% | – | 1% |
| *Shortages* | 2% | – | 3% | 10% | 10% |
| *No problem* | 23% | 30% | 30% | 4% | 15% |

## RELIGIOUS BELIEFS

"Do you believe in God?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Yes* | 94% | 78% | 96% | 95% | 89% |
| *No* | 3% | 16% | 3% | 2% | 6% |
| *Don't know* | 3% | 6% | 1% | 3% | 5% |

"How important to you are your religious beliefs?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Very important* | 56% | 27% | 62% | 73% | 76% |
| *Fairly important* | 30% | 32% | 18% | 13% | 13% |
| *Not too important* | 8% | 26% | 11% | 7% | 9% |
| *Not important* | 5% | 13% | 7% | 4% | 2% |
| *Don't know* | 1% | 2% | 1% | 3% | – |

## WOMEN'S ROLE

In jobs—"Do you feel that women in your country have equal job opportunities with men?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Yes* | 48% | 39% | 55% | 59% | 40% |
| *No* | 48% | 54% | 40% | 28% | 37% |
| *Don't know* | 4% | 7% | 5% | 13% | 23% |

In education—"Do you feel that women in your country have equal opportunity with men?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Yes* | 88% | 82% | 84% | 82% | 67% |
| *No* | 8% | 11% | 12% | 11% | 16% |
| *Don't know* | 4% | 7% | 4% | 7% | 17% |

## PERSONAL HAPPINESS

"Generally, how happy would you say you are?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Very happy* | 40% | 20% | 32% | 18% | 7% |
| *Fairly happy* | 50% | 60% | 38% | 50% | 41% |
| *Not too happy* | 9% | 18% | 28% | 31% | 50% |

## SPENDING PLANS

"Suppose you had more money, say double what you have now, what would you do with the money?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Save money* | 33% | 21% | 26% | 15% | 26% |
| *Buy essentials* | 21% | 19% | 30% | 28% | 28% |
| *Buy, repair house* | 18% | 21% | 21% | 35% | 18% |
| *Invest in business, farm* | 19% | 12% | 18% | 44% | 22% |
| *Travel* | 15% | 16% | 7% | 3% | 2% |
| *Buy nonessentials* | 13% | 16% | 4% | 7% | 6% |
| *Donate* | 10% | 4% | 3% | 1% | 2% |
| *Pay bills* | 13% | 2% | 2% | – | 6% |
| *Help other family members* | 5% | 4% | 4% | 2% | 1% |
| *Move to better home* | 3% | 3% | – | 3% | 1% |
| *Nothing* | 1% | 1% | – | 1% | 1% |
| *Other* | 14% | 11% | 7% | 8% | 14% |
| *Don't know* | 2% | 4% | 3% | 2% | 10% |

## TRAVEL

**What nations would people like to visit?**

Here are the countries most frequently mentioned.

*Where Americans would like to visit:* United Kingdom, Italy, France, Israel, West Germany, Japan, Australia, Spain, Switzerland, Brazil, U.S.S.R.

*Where Western Europeans would like to visit:* U.S., France, Italy, Spain, United Kingdom, U.S.S.R., Canada, Israel, Japan, Switzerland, West Germany.

*Where Latin Americans would like to visit:* U.S., France, Italy, Spain, West Germany, Brazil, United Kingdom, Japan, U.S.S.R., Switzerland.

*Where Africans would like to visit:* United Kingdom, U.S., France, Japan, West Germany, Australia, Brazil, U.S.S.R., and a scattering of others.

*Where Far Easterners would like to visit:* U.S., Japan, United Kingdom, France, U.S.S.R., Canada, West Germany, Switzerland.

**A separate question asked people where they would prefer to move if they left their own country.**

Those who said they would like to emigrate mentioned the U.S. most often. The United Kingdom, France, Australia, Switzerland and West Germany were named frequently.

## IS LIFE IMPROVING?

"Generally speaking, do you think that living conditions for people like yourself in this country are better or worse than they were five years ago?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| *Better* | 33% | 39% | 36% | 47% | 30% |
| *Worse* | 49% | 33% | 31% | 40% | 33% |
| *Same* | 14% | 22% | 29% | 8% | 11% |

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## *GLOBAL POLL*

# WHAT PEOPLE AROUND THE WORLD SAY

FROM THE FIRST GLOBAL POLL of public opinion, here's a glimpse of the thinking of a cross section of 2.6 billion people in the U.S. and the rest of the non-Communist world.

- War worries them far less than illness or financial pinches.
- The high cost of living is a top concern the world over.
- Women's role is changing, giving them greater opportunities in most lands.
- The overwhelming majority believes in God, but significantly fewer rate their religious beliefs as very important to them.

All in all, most people on every continent except Asia say they are very happy or fairly happy.

And, except in the U.S. and Far East, more people believe living conditions are improving than think they are getting worse.

These and other findings surfaced in a new worldwide poll conducted by the Gallup International Research Institutes with data supplied by Interactive Market Systems and with help and funding from the Charles F. Kettering Foundation.

More than 9,000 persons in 70 countries on the earth's six inhabited continents were asked approximately 100 questions. The Gallup organization said this covered about 95 per cent of the 2.6 billion persons who live in relatively open societies. Communist countries, most Arab states and some military dictatorships were excluded because they do not permit public-opinion surveys.

Despite the seemingly small number of people questioned, Gallup officials insist that the range of error is relatively small. A larger sample would not have added greatly to accuracy, they assert.

Results of the poll showed an intense interest among Americans in most parts of the world. For example, it is the nation most often mentioned as the foreign country people would prefer to visit or to which they would like to move.

In a number of cases, views of Americans differ markedly from those of Western Europeans as well as from those in Asia, Africa and Latin America.

Americans, for instance, were shown to be more widely concerned about the cost of living as a national problem than were people in other regions. Americans, as well, were more inclined than others to save any increased income.

The tables on these pages highlight world opinion on key topics.

## NATIONAL PROBLEMS

"In your opinion, what is the most important problem facing your country today?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| ***High cost of living — food*** | 63% | 40% | 41% | 28% | 35% |
| ***Unemployment*** | 15% | 22% | 11% | 14% | 7% |
| ***No satisfaction in Government*** | 19% | 10% | 9% | 8% | 7% |
| ***Crime*** | 7% | 6% | 3% | 1% | 1% |
| ***Food shortage*** | 2% | – | 4% | 6% | 19% |
| ***Energy crisis*** | 4% | 4% | 1% | 1% | 1% |
| ***Racism*** | 2% | 1% | – | 12% | – |

## WORRIES AND FEARS

"What are your fears and worries for the future?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| ***Personal*** | | | | | |
| Health | 23% | 29% | 24% | 33% | 11% |
| Loneliness | 3% | 4% | 3% | 1% | 3% |
| ***Family Economics*** | | | | | |
| Inadequate living standard | 20% | 13% | 15% | 30% | 36% |
| Unemployment | 13% | 14% | 8% | 5% | 14% |
| ***Family*** | | | | | |
| Health problems | 10% | 13% | 15% | 14% | 4% |
| Children — inadequate opportunity | 6% | 4% | 10% | 7% | 9% |
| ***General*** | | | | | |
| Economic instability | 21% | 7% | 4% | 1% | 10% |
| War | 8% | 14% | 2% | 2% | 1% |

## HOPES AND ASPIRATIONS

"When you think about what really matters in your own life, what are your wishes—and hopes?"

| | U.S. | Western Europe | Latin America | Africa | Far East |
|---|---|---|---|---|---|
| ***Family Economics*** | | | | | |
| Improve standard of living | 21% | 17% | 24% | 40% | 40% |
| Have one's own or a better home | 7% | 7% | 14% | 25% | 21% |
| Have wealth | 9% | 8% | 6% | 26% | 3% |
| Have modern conveniences | 2% | 2% | 5% | 6% | 10% |
| Have own business | 1% | 1% | 3% | 11% | 8% |
| Have own land | 1% | – | 4% | 6% | 11% |
| ***Personal*** | | | | | |
| Health | 25% | 33% | 21% | 19% | 3% |
| Recreation, travel, leisure | 5% | 5% | 2% | 1% | 1% |
| Self improvement | 3% | 2% | 7% | 2% | 1% |
| Emotional stability and maturity | 4% | 3% | 9% | 2% | 2% |
| ***Job*** | | | | | |
| Congenial work | 9% | 8% | 5% | 3% | 4% |
| Employment | 4% | 9% | 9% | 2% | 11% |
| Success | 3% | 4% | 4% | 1% | 1% |
| ***Family*** | | | | | |
| Happy life | 15% | 15% | 10% | 18% | 6% |
| Children | 11% | 11% | 23% | 23% | 25% |
| Health of family | 10% | 9% | 8% | 1% | 2% |
| ***General*** | | | | | |
| Economic stability | 7% | 2% | 1% | – | 1% |
| Maintain status quo | 4% | 4% | – | 1% | 2% |

Note: Details in many tables may not add to 100 per cent because of multiple answers, and because some less significant categories are omitted.

Source: Gallup Poll, Kettering Foundation

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## XXVIII. Sharing Information About Our Links With the World

### A. Objectives

1. Students will demonstrate academic gains made in their study of Ohio and World by explaining to others the concepts, skills, and values they have developed.

2. Students will demonstrate positive values towards world links by explaining to others the importance of multicultural contacts.

3. Students will help people in the community become aware of their links to the world by preparing public displays.

### B. Materials

1. Any of the maps, displays, or other projects completed through using the twenty-eight lessons of Ohio and the World.

### C. Procedures

1. Ask a local bank, library, community center, or business if students may display the data they have collected in the various lessons.

2. Contact the local newspaper and ask if they would like to do a story on what the students have studied. Have the students help the reporter by supplying the information needed.

3. With the permission of the principal, designate a "World Week" in the school with appropriate school-wide activities.

   a. Plan a menu with the help of cafeteria personnel which includes foods from other nations.

   b. Present programs which include contributions from local ethnic organizations.

   c. Present a film fest in which local people who have traveled abroad show short slide programs of their travels.

   d. Invite foreign exchange students living in the area to a school-wide party in which interpersonal contacts are maintained at an informal level.

4. Prepare a thirty minute, moveable program in which students may show materials they have made and present ideas they have gained to local civic groups such as the Lions Club, Rotary, or the local Women's Club. Skits, art work, and demonstrations may be very effective in such meeings.

### D. Teacher Notes

1. The editors of the Ohio Council for the Social Studies Review would appreciate receiving an article written by a teacher who has used

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lessons from Ohio and the World. If the teacher writing such an article is not a member of OCSS, contributions to the Review can be sent to the Writer of, Ohio and the World for forwarding to the editors of the Review.

2. Additional lessons may be added to the twenty-eight provided in this booklet. The author of Ohio and the World would appreciate receiving suggestions for additional lessons. Critiques of the lessons provided are also welcome.

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## A Special Note of Thanks

The support of faculty and staff in the Teacher Education Department at Miami University must be noted. Judy Fiber and Sharon Hunt speeded the pages through the typewriters. Karen Kovach worked long hours operating the offset machine to produce the eleven hundred copies of Ohio and the World made available to the members of the Ohio Council for the Social Studies. Dr. Robert Wendel, chairman of the department, deserves a special thanks for his personal and professional support to the writer during the production of these materials.

Barbra Bailey, John Bowser, and Jeanine Fuller have also contributed their time and effort to meeting the goal of making this material available to Ohio's social studies teachers.

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